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ABSTRACT

What is the job of guidance program staff leaders? Specific, practical support is provided for bringing guidance and program staff together for successful implementation of programs and advocating for them outside the department. Part I, "School Guidance Program Staff Leadership: Evolving Concepts and Practices," addresses overall program leadership of school guidance programs in a context that includes the history, present status, and possible future of guidance. Inside a framework of 20 specific competencies, job descriptions, organizational structures and leadership roles are discussed. Part II, "Building-Level Guidance Program Staff Leadership: Creating the Climate for Effective Guidance Program Implementation," addresses the need to empower counselors to carry out program roles and responsibilities, advocacy, and the relationship of counselors' jobs to the program within schools. Part III, "Building-Level Guidance Program Staff Leadership: Enhancing the Professionalism of School Counselors," covers promoting competence and commitment, supervision of counselors and other staff members, and performance evaluation. Part IV, "District Guidance Program Staff Leadership: Roles and Responsibilities at the District Level," considers the climate for effective districtwide guidance program implementation and the professionalism of building guidance program staff leaders. Fourteen appendixes provide model forms for hiring, goal setting, supervision, planning, performance evaluation, staff meetings, and training. (EMK)

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LEADING MANAGING

YOUR SCHOOL GUIDANCE PROGRAM STAFF

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Patricia Henderson and Norman C. Gysbers

LEADING AND MANAGING YOUR SCHOOL GUIDANCE PROGRAM STAFF

A Manual for School Administrators and Directors of Guidance

by

Patricia Henderson, Ed.D.

and

Norman C. Gysbers, Ph.D.

LEADING AND MANAGING YOUR SCHOOL GUIDANCE PROGRAM STAFF

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To Mary Lou Gysbers

for her support and devotion

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Preface

Ever since teachers were first assigned duties as school counselors in the early 1900s, discussion has been ongoing concerning the roles and responsibilities of school counselors. At the same time, and not surprisingly, discussion also has been ongoing concerning the roles and responsibilities of individuals charged with the leadership of school counselors. A review of these discussions reveals a wide variety of philosophies and practices concerning the work of school counselors and their leaders. Who the leaders were, their titles, their positions in school districts, their qualifications, and how they assisted the professional development of school counselors have varied greatly over the past 90 years.

Because of these variations, confusion exists today concerning the job of guidance program staff leaders at the school building and district levels. Although this confusion is understandable in light of the way guidance program staff leadership has evolved in the schools, the wide variation of guidance leadership patterns present today is no longer tenable. It is time to develop a common language of guidance program leadership that establishes clear and consistent staff leadership roles in buildings and districts. This book is designed to accomplish this task, and it does so from the perspective of the comprehensive guidance program approach that is being implemented increasingly in school districts across the country. Coupled with *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994), this book provides that common language of guidance program leadership for building and district leaders.

Two major sets of tasks to be accomplished by program leaders in the buildings and districts are those associated with program development and those associated with professional development (Glickman, 1981). Program development tasks, such as developing program activities, providing facilities, providing materials, and evaluating program effectiveness, are described fully in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994). Bringing staff members together to implement the program and advocating for the guidance program and staff with others outside the department are the subject matter of this book.

Drawing on ideas and practices from educational supervision and administration and from counseling supervision, we present a model for building and district guidance program leadership. In the model, we describe in detail the essential work of guidance program staff leaders at the building and district levels. Tasks, such as defining staff members' roles and responsibilities within the program, assessing individual staff members' levels of professionalism, providing supervision, evaluating their competence, team building for effective program implementation, and advocating for school counselors are the subject matter of this book. Many of the practices described in the guidance program staff leadership model presented are those being used effectively in Northside Independent School District in San Antonio, Texas, and in other school districts with fully developed and operating comprehensive guidance programs.

Who This Book Is For

Who should read this book? If you are currently a guidance program staff leader in a school building or district, you should read this book to revisit, review, and revitalize your leadership knowledge and skills. If you are thinking about becoming a guidance program leader at either level on your own or you have been asked by your administration to be one, this book provides the knowledge and skills to be an effective leader. This book can be used as part of your own professional development. It also is a book that can be used as a text in advanced degree work in higher education or in obtaining leadership credentials through professional association and state department of education leadership academies and workshops.

If you are a building or central school district office administrator with responsibilities for several programs, including the guidance program, this book is also for you. The knowledge and skill you will acquire from reading it will enable you to work closely with your building and district guidance program leaders and school counselors. If you have been designated as a building or district guidance leader, this book will provide invaluable information on how to fill those roles and responsibilities effectively.

Content Overview

Part I, "School Guidance Program Staff Leadership: Evolving Concepts and Practices," provides an overview of the history of guidance leadership in the schools, a discussion of current practices, and recommendations for the future. Chapter 1 opens by tracing the evolution of guidance leadership in the schools. Then the chapter discusses the current status of guidance program staff leaders and their organizational practices. Finally, discussion of the organizational patterns that work most efficiently and the roles and responsibilities that provide the most benefit for students, parents, teachers, administrators, and school counselors provides the ingredients for our recommendations concerning guidance program staff leadership for the future.

Chapter 2 picks up on these recommendations and delineates the job descriptions for building-level and district-level guidance program staff leaders. The bases of their authority are delineated. The roles of administration, management, supervision, and professional leadership that are used in the remainder of the book are described to be more fully defined and applied in subsequent chapters.

Part II, "Building-Level Guidance Program Staff Leadership: Creating the Climate for Effective Guidance Program Implementation," provides detailed information about how building guidance program staff leaders should carry out their program-related roles and responsibilities. Chapter 3 describes how building guidance program staff leaders provide staff leadership. Specific suggestions are provided for leading and managing school counselors to implement and continuously improve their guidance programs in the buildings. The concept of empowerment for school counselors that occurs through sharing the common vision, applying the discipline required by the guidance program improvement process, and participating fully as a member of the guidance team and through using resources (e.g., time, money, and materials) efficiently is stressed. Conducting effective staff meetings is described in detail. Some guidance program staff leaders are not professional school counselors by background, training, and experience. Beginning with this chapter, suggestions are made for ways that professional generalist administrators can appropriately carry out the described leadership tasks.

Advocacy for the guidance program and staff is the topic of Chapter 4. Guidance program staff leaders' fulfillment of administrative and consultant roles, performance of nine functions, and application of communication, consultation, and political skills are described.

A goal of building guidance program staff leaders is for staff members to perform at their optimum level of competence with maximum commitment to their program responsibilities. Chapter 5 describes a performance improvement system that is used to assist school counselors and other department members to continue to develop professionally. Because effective staff leadership is best carried out in a healthy, interpersonal climate, discussion is included in Chapter 5 about establishing such expectations for staff members and recruiting and selecting new staff members. A process for defining each school counselor's job is outlined.

Part III, "Building-Level Guidance Program Staff Leadership: Enhancing the Professionalism of School Counselors," provides detailed information about how building guidance program staff leaders carry out their roles and responsibilities in implementing a performance improvement system. Chapter 6 describes strategies that are used by building guidance program staff leaders to motivate staff members to continue their professional development. A bipolar schema is presented for assessing the professionalism levels of school counselors along intersecting criteria of competence and commitment. Strategies used by building guidance program staff leaders that match professionalism levels of staff members are recommended. The procedures for assisting school counselors set and accomplish professionalism enhancement goals are detailed.

Chapter 7 focuses directly on the supervision of school counselors and other guidance program staff members. Some basics of counseling supervision are applied to the school setting. Three types of counselor supervision are highlighted: clinical, developmental, and administrative (Barret & Schmidt, 1986).

Evaluating counselors' performance is the centerpiece of a performance improvement system. It is not an isolated activity, but is rather the summative activity. Because this is the case, building guidance program staff leaders must make evaluations justly and fairly, on the basis of legitimately gathered data, and applied to clearly understood standards. Chapter 8 details procedures for evaluating school counselors' performance.

Part IV, "District Guidance Program Staff Leadership: Roles and Responsibilities at the District Level," describes the work of district guidance program staff leaders. Chapters 9 and 10 describe how district-level guidance program staff leaders fulfill their roles most effectively. These roles are parallel to those of building-level leaders and, yet, differ in scope and impact. Chapter 9 details their jobs and describes the responsibilities of devising systems to enhance program implementation, solving staff-related problems, and advocating on behalf of the guidance program and staff at the school district level. Chapter 10 describes the district-level guidance program staff leaders' work in implementing the district's performance improvement system for building-level guidance program staff leaders as well as school counselors.

Definitions

As building and district guidance program staff leaders provide guidance and direction to their subordinates, they fulfill four major roles: administration, supervision, management, and professional leadership. The definitions of these words overlap in ordinary usage, but in this book we are using them to describe distinctly different roles and activities. Their meanings as we use them are presented below. All four roles rest on authority delegated to building and district guidance program staff leaders through the administrative organization of the school district and are accomplished through interpersonal relationships.

Administration is what building and district guidance program staff leaders do to cause subordinates to implement the guidance program within the contexts of the guidance department, school building, and district. It derives from the need for accountability and having primary responsibility for and authority over the program and the staff. It includes activities related to organization and evaluation.

Supervision is what building and district guidance program staff leaders do to assist their subordinates to continuously learn new ways to improve their job performance (i.e., their professional skills, their work habits, having relevant and up-to-date information, and the like). It results from continuous and firsthand observation and feedback. It implies helping others to learn so that the results of their work are better than they were before supervision. This is slightly more limited than "educational supervision, a process for improving classroom and school practices by working directly with teachers" (Glickman, 1981, p. 6), and "counselor supervision [which] is the purposeful function of overseeing the work of counselor trainees or practicing counselors through a set of supervisory activities which include consultation, counseling, training and instruction, and evaluation" (Boyd, 1978, p. 7).

Management is what building and district guidance program staff leaders do to ensure the efficient use of the resources appropriated to the program. These "resources" include not only the materials, equipment, and monies appropriated to the guidance department but also the talent and time of the staff members. It includes governing or controlling others to ensure that department goals and objectives are accomplished. It has a connotation of program and performance maintenance.

Professional leadership is what building and district guidance program staff leaders do to influence the behaviors of their subordinates and is what causes the improvement of the program, of their performance, and of the school counseling profession. It implies paving ways for others to follow and affiliating with the counseling profession, including the school counseling specialty.

Competencies Used by Building and District School Guidance Program Staff Leaders

School guidance program staff leaders at the building and district levels apply the competencies listed below in the fulfillment of the above-defined roles and in carrying out the responsibilities of their positions as described throughout this book. They are included here for easy reference. Although all of the competencies are used in most leadership activities, the competencies that are especially important to each responsibility are identified at the beginning of the chapter in which that responsibility is discussed. The bracketed number after each competency identifies that chapter.

1. Applies knowledge based on [1]
    - Learnings from history
    - Relevant professional standards of practice: counseling, supervision, and education
    - Relevant professional standards of values, ethics, and legalities
    - Understanding of student development
    - Understanding principles of organizational development
2. Is committed to the mission of the school, the guidance program, and the counseling profession [2]
    - Has vision
    - Sets standards
    - Adheres to pertinent laws, policies, and regulations
3. Communicates effectively [2]
    - Expresses self clearly and appropriately orally and in writing
    - Presents self accurately

- Listens/hears accurately
- Communicates criticism constructively
- Is straightforward
- Is appropriately assertive

4. Applies technical competencies of [2]
    - Counseling: guidance, counseling, consultation, coordination, assessment, and program management
    - Education: instruction, training, and testing
    - Supervision: clinical (observation/feedback), developmental (goal setting, monitoring, and attainment measurement), and administrative (standard setting and problem solving)
5. Exercises management power judiciously [2,8]
    - Uses authority
    - Solves problems
    - Manages indirectly
6. Engenders continuous program improvement [3]
    - Uses and assists others to use the program development process discipline
    - Uses and leads others in use of planning skills
    - Is a change agent
    - Takes risks
7. Manages resources [3]
    - Acquires them
    - Allocates them
    - Monitors their use
8. Conceptualizes [3]
    - Synthesizes ideas from multiple sources
    - Is creative
9. Applies organizational skills [3]
    - Delegates
    - Provides for client management system
10. Is sensitive to the organization [4]
    - Understands the operational dynamics of the school, school system, and community
    - Applies principles of organizational development
11. Advocates for the program and the staff members [4]
    - Represents them
    - Is concerned for their image
    - Is persuasive
    - Communicates effectively with relevant publics
12. Applies political skills [4]
    - Fosters relationships with key people
    - Understands formal and informal power structure of the organization
    - Understands the "big picture"
    - Uses an effective sense of timing
13. Manages interaction [3,4]
    - Builds intraprofessional and interprofessional relationships
    - Builds the team
    - Manages conflicts
    - Collaborates

- Negotiates
- Uses group process skills

14. Continuously strives for complete involvement of each staff member [5]
   - Selects
   - Places
   - Inducts
15. Motivates others to achieve [6]
   - Engenders motivation
   - Empowers others
   - Sets clear goals and objectives
   - Works to resolve morale issues
16. Is committed to professional development [6]
   - Continuously strives for complete development of each staff member
   - Assesses professionals' needs
   - Pursues continuous self-development
   - Applies technical skills of supervision
17. Maintains professional detachment [6]
   - Adapts style and skills to those of others
   - Manages and helps others to manage stress
   - Enjoys work
   - Balances task accomplishment and relationship issues
18. Maintains a caring atmosphere [6,7]
   - Fosters mutual respect and trust among staff members and clients
   - Enjoys a sense of humor
   - Is optimistic
   - Is altruistic
   - Cares for/about others
   - Acts from a perspective of cultural sensitivity
19. Gathers and processes information [8]
   - Applies findings from research
20. Makes decisions (Is decisive) [8]
   - Makes evaluative judgments

Acknowledgments

This book has a story behind it, as most books do. It is a story about the evolution of leadership ideas and practices for guidance in the schools. Thus, it is important to acknowledge the contributions of our early leaders, people such as Susan Ginn, John Brewer, and George Myers. But this book is much more than history. This book represents up-to-date theory- and research-based ideas and recommendations concerning guidance program staff leaders for today and tomorrow. As a result, we acknowledge the work of the current contributors to the leadership literature.

We particularly acknowledge the work of the Middle and High School Head Counselors—the "building guidance program staff leaders"—at Northside Independent School District, San Antonio, Texas, because they are actually putting the recommendations into practice and continue to contribute ideas based on their experiences. They are living the leadership model described here. They could not do such exemplary work without the support and commitment of their district and building administrators—the "professional generalist administrators" of Northside School District.

We acknowledge, too, the work of Carl D. Glickman, University of Georgia, regarding instructional supervision. The members of the Texas Counseling Association's ad hoc committee on School Counselor Issues (1987–1991) also contributed many ideas as they developed a model for evaluating school counselors' performance.

About the Authors

Patricia Henderson

Patricia Henderson is director of guidance at the Northside Independent School District in San Antonio, Texas. In her tenure there, the model described in this book continues to evolve. For the 10 years prior to being at Northside, she was guidance coordinator for the Orange County (California) Department of Education. She received her B.A. degree (1962) in English from Mount Holyoke College, her M.A. (1967) in guidance from California State University at San Jose, and her Ed.D. (1986) in educational leadership from Nova University. She is certified as a school counselor and mid-management administrator by California and Texas. She has been a teacher, school counselor, and administrator in public schools. She has been an adjunct professor at California State University at Fullerton, California State University at Long Beach, and Our Lady of the Lake University in San Antonio. She has consulted with numerous school districts and states regarding their efforts to improve their guidance programs.

Henderson's professional interests are in school guidance and counseling program development, management, and implementation; enhancing roles of school counselors through supervision and meaningful performance evaluation; creating systemic change through collaborative program development, and career development. In addition to coauthoring this book, she and Norman C. Gysbers coauthored *Developing and Managing Your School Guidance Program*, published by the American Counseling Association (1994). She has also authored or coauthored a dozen articles. She wrote *The Comprehensive Guidance Program for Texas Public Schools: A Guide for Program Development, Pre-K–12th Grade* (1990) under the auspices of the Texas Education Agency and the Texas Association for Counseling and Development (now, Texas Counseling Association).

She has received awards from professional associations for her writing, research, and contributions to professional development, and recognition as an outstanding school counselor supervisor at the state and national levels. She received the Texas Association for Counseling and Development Presidential Award in 1990. She led the Texas Counseling Association's ad hoc Committee on School Counselor Issues, which developed the "Texas Evaluation Model for School Counselors." She has been president of the Texas Counseling Association, Texas Association for Counselor Education and Supervision, and Texas Career Guidance Association.

Norman C. Gysbers

Norman C. Gysbers is a professor in the Department of Educational and Counseling Psychology at the University of Missouri-Columbia. He received his B.A. degree (1954) from Hope College and his M.A. (1959) and Ph.D. (1963) degrees from the University of Michigan. He is a Licensed Psychologist in Missouri. He was a teacher in the public schools, a school counselor at the University Laboratory School, University of Missouri, and he served in the U.S. Army. He has been a visiting professor at the University of Nevada-Reno and Virginia Polytechnic Institute and State University. He was awarded a Franqui Professorship from the Universite Libre de Bruxelles, Belgium, and lectured there in 1984. In addition, he has given presentations in Canada, Germany, Indonesia, England, Portugal, Japan, Australia, Singapore, Israel, and Romania.

Gysbers's research and teaching interests are in career development, career counseling, and school guidance and counseling program development, management, and evaluation. He is author of 50 articles in 17 different professional journals, 19 chapters in published books, 11 monographs, and eight books, including *Career Counseling: Skills and Techniques for Practitioners* (1987, with Earl J. Moore), *Counseling for Career Development: Theories, Resources, and Practice* (1992, with Carl McDaniels), *Developing and Managing Your School Guidance Program* (2nd ed., 1994, with Patricia Henderson), and *Career Counseling: Process, Issues, and Techniques* (1998, with Mary Heppner and Joseph Johnston).

In 1978, he received the American Vocational Association's Division Merit Award and the Missouri Guidance Association's Outstanding Service Award. In 1981, he was awarded the National Vocational Guidance Association's National Merit Award, and in 1983 the American Counseling Association's Distinguished Professional Service Award and the Distinguished Professional Service Award from the Missouri Association of Counselor Education and Supervision. In 1984, he received the Franqui Foundation Medal, Universite Libre de Bruxelles. In 1987, he was awarded the United States Air Force Recruiting Services' Spirit of America Award and the Distinguished Service Award of the Association of Computer-Based Systems for Career Information. In 1989, he received the National Career Development Association's Eminent Career Award.

Gysbers was editor of the *Career Development Quarterly*, 1962–1970; president of the National Career Development Association, 1972–1973; president of the American Counseling Association, 1977–1978; and Vice President of the American Vocational Association, 1979–1982. Currently, he is the editor of the *Journal of Career Development*. Since 1967, he has served as director of numerous national and state projects on career development and career counseling as well as school guidance program development, implementation, and evaluation.

Part I

SCHOOL GUIDANCE PROGRAM STAFF LEADERSHIP: EVOLVING CONCEPTS AND PRACTICES

Chapter 1

School Guidance Program Staff Leadership: Past, Present, and Future

---

Competencies:
Is committed to the mission of the school and of the guidance program
Applies knowledge of history, student development, and organizational development
Understands the operational dynamics of the school and school system

---

AS SOON AS THE FIRST TEACHERS were given part-time assignments as school counselors in the early 1900s, discussion began about what should be the nature, structure, position, and leadership of guidance. What should be the focus of guidance? How should guidance be organized and where should it be placed organizationally in a building/district? Who should lead and manage the program? What titles would best identify guidance program leaders? How should supervision be provided to school counselors and other program staff? How should school counselors and other program staff be evaluated and helped to improve their performance? Chapter 1 begins with a review of this discussion as it unfolded over the years. Then the chapter focuses on where the field is today concerning these issues. Finally, the chapter closes with recommendations concerning the organization, administration, management, and professional leadership of guidance programs and staff in the schools of today and tomorrow.

The Past

The Beginnings of Guidance: The Question of Leadership

Guidance in the schools of the United States began as vocational guidance (Brewer, 1922). As early as 1910, vocational counselors were appointed in the elementary and high schools of Boston, and by 1915 a central office Department of Vocational Guidance had been established with a director, Susan J. Ginn. The vocational counselors were teachers who took on the work with no financial return and often no relief from other duties (Brewer, 1922; Ginn, 1924). The counseling-related duties of these teachers were as follows:

> **Duties of a Vocational Counselor:**
>
> 1. To be the representative of the Department of Vocational Guidance in the district.
> 2. To attend all meetings of counselors called by the Director of Vocational Guidance.
> 3. To be responsible for all material sent out to the school by the Vocational Guidance Department.
> 4. To gather and keep on file occupational information.
> 5. To arrange with the local branch librarians about shelves of books bearing upon educational and vocational guidance.
> 6. To arrange for some lessons in occupations in connection with classes in Oral English and Vocational Civics, or wherever principal and counselor deem it wise.
> 7. To recommend that teachers show the relationship of their work to occupational problems.
> 8. To interview pupils in grades six and above who are failing, attempt to find the reason, and suggest remedy.
> 9. To make use of the cumulative record card when advising children.
> 10. To consult records of intelligence tests when advising children.
> 11. To make a careful study with grades seven and eight of the bulletin "A Guide to the Choice of Secondary School."
> 12. To urge children to remain in school.
> 13. To recommend conferences with parents of children who are failing or leaving school.
> 14. To interview and check cards of all children leaving school, making clear to them the requirements for obtaining working certificates.
> 15. To be responsible for the filling in of Blank 249, and communicate with recommendations to the Department of Vocational Guidance when children are in need of employment. (Ginn, 1924, pp. 5–7)

In a review of the Boston school system, Brewer (1922) stated that the work was "commendable and promising" (p. 36). At the same time he expressed concern about a lack of effective centralization and supervision. What was done and how well it was done were left up to individual principals and counselors.

As the guidance movement was spreading across the country, the need to provide clearer focus and direction for guidance in the schools continued to be of concern. These concerns were expressed by Myers (1923) in "A Critical Review of Present Developments in Vocational Guidance With Special Reference to Future Prospects":

> The first development to which I wish to call attention is a growing recognition of vocational guidance as an integral part of organized education, not as something different and apart from education that is being wished upon the schools by a group of enthusiasts because there is no other agency to handle it. (p. 139)
>
> Second, vocational guidance is becoming recognized as a *specialized* educational function requiring special natural qualifications and special training. (p. 139)
>
> A third development that claims attention is an increasing appreciation that a centralized, unified program of vocational guidance for the entire school system of a city is essential to the most effective work. We are rapidly passing out of the stage when each high school and junior high school can be left to organize and conduct vocational guidance as it sees fit. (pp. 139–140)
>
> To avoid needless duplication of effort and constant "crossing of wires" it is essential that the contacts be made through a single agency representing the entire school system, rather

> than through several high schools and junior high schools separately. Furthermore, the centralized organization provides opportunity for careful supervision over the counseling done in the various schools, and makes possible a piece of work fairly uniform in its effectiveness throughout the school system. In view of what has already been said, it seems clear that no other activity of the school system has greater need of a centralized, unified program than has vocational guidance. (p. 140)

The same issues that Myers expressed concern about were also of concern to Holbrook (1927), who wrote that school districts varied greatly as to the administration of guidance. Holbrook was particularly concerned about the need for central leadership and coordination of guidance: "The tendency at present in some cities seems to be to assign guidance leadership to the director of some existing department, often with conflicting duties elsewhere" (p. 178). Brewer (1928) echoed the same thoughts about the lack of sound leadership for guidance. He pointed out that the administration of vocational guidance needed substantial improvement. He suggested that "entrenched personalities and professional jealousies hamper the work and press it into molds which do not enable it to have anything like its full usefulness" (p. 341).

Concern about the leadership and organizational placement of guidance in the schools continued into the 1930s. Koos and staff (1934) summarized an extensive study by Reavis (1932) of five school districts and five individual secondary schools selected from across the country. Four general types of organization of guidance were found:

> (1) centralized bureaus of guidance . . . (2) city school systems with a central guidance organization but with the individual secondary school considered the unit of the program . . . (3) centralized bureaus or departments in individual secondary schools . . . (4) central guidance organizations in individual secondary schools which utilize regular officers and teachers as guidance functionaries. (p. 132)

As guidance activities were becoming more and more a part of the educational process in the schools, the need for specially trained personnel was becoming increasingly apparent. However, in the 1930s, teachers carried the majority of the responsibilities for guidance (Hutson, 1932). In addition to teachers, other persons responsible for guidance included Deans of Boys, Deans of Girls, Home-Room Teachers, and Advisors or Counselors (Kefauver, Noll, & Drake, 1934).

Using an interesting combination of terms, Myers (1935) highlighted the need for coordinated guidance through a program of pupil personnel work. He discussed the contributions of attendance officers, visiting teachers, school nurses, and vocational counselors. He pointed out the need for coordination, suggesting that a well-qualified assistant superintendent be assigned these responsibilities full time in larger school districts. He stressed that coordination responsibilities should be given to one individual "who has corresponding authority" (p. 806).

The interaction between guidance practices and leadership also was of concern to Fitch (1936). He pointed out that a lack of uniformity of practice was characteristic of school districts in which no centralized responsibility for guidance existed. He also was concerned about the dominance of the principal in determining counselor role:

> The dominance of the principal in the field of guidance has also resulted in some cases in an undesirable expansion of the tasks assigned to the counselor. . . . There is always danger that the counselor may come to be regarded as a handy man on whom may be unloaded any sort of task that no one else has time to do. (p. 761)

In an article devoted to the subject of the city director of guidance, Layton (1936) stressed the point that the person in charge of guidance should be known as director and should be placed organizationally directly under the superintendent of schools, the deputy, or an associate superintendent. The director of guidance is an administrator for the office, as well as a supervisor for counselors in the schools. Layton pointed out that the relationship of the guidance director to principals would be similar to that of the director of instruction or any other director on the Superintendent's staff.

Guidance in the Schools Continues to Evolve: The Question of Leadership Also Continues

The idea that guidance should be part of pupil personnel services organizationally continued to be promoted in the 1940s. Myers (1941) suggested that the director of vocational guidance report to an assistant superintendent for pupil personnel along with directors of school census and attendance, health, and psychology. Myers also stressed the need for head counselors in each school building who would, with the assistance of the director of vocational guidance and in consultation with the principal, plan and coordinate the vocational guidance program in the school.

Concern continued to be expressed about the job of city director of guidance. Feldman (1951) conducted a survey of city directors in 1949 as to their work. Ninety-three percent of the 85 respondents felt that the job entailed administration, organization, and supervision of guidance services. There were mixed opinions as to the type of authority the director would have. Approximately 55% believed they should have line authority. Forty-five percent wanted a consultative relationship. Given this response, Feldman raised the question that if the director was a consultant, could they be classed as an administrator?

Another survey of city directors was completed by MacDonnell (1956). He found that the job was substantially the same in cities of all sizes. The most essential duties that were identified included the following:

> Plan and develop the guidance program, coordinating it with other areas of instruction. Develop and maintain an acceptable philosophy for the guidance services. Assist principals in formulating policies affecting guidance services. Organize and/or conduct staff conferences. Develop a testing program for junior high school. Develop a testing program for senior high school. Develop a program for collection of pupil data in junior high school. Develop a program for collection of pupil data in senior high school. Hold individual conferences with counselors or teachers. Report on and interpret test results. Counsel parents in office, home or by phone. Do independent study. Read professional books, magazines, reports, etc. Maintain a program of public relations for guidance services. Keep records of various kinds. Evaluate the guidance program. (p. 162)

By the late 1950s the move to identify guidance and counseling as a service and include it under the administrative umbrella of pupil personnel services that had begun earlier (Myers, 1941) was well under way (Hopkins & McDaniel, 1961). Various groupings of services were included under the title of pupil personnel services depending on the source. For example, in a policy statement of the Council of Chief State School Officers (1960), five pupil personnel services were included: attendance, guidance, health, psychological services, and school social work. In a later report, Eckerson and Smith (1966) listed eight services: guidance, social work, attendance, psychological, psychiatric, speech and hearing, nursing, and medical.

At the same time that guidance was being included as a service in pupil personnel services, some writers were suggesting that the term *guidance* should be dropped, and that guidance was not a service at all, but rather a point of view or an influence (McCally, 1962). Those who held that position emphasized the work of the school counselor within the organizer of pupil personnel services. On the other hand, Hoyt (1962) strongly supported the use of the word *guidance* as a name for a group of services in the schools.

The Program Concept Emerges: The Question of Leadership Remains

In 1977, the American Personnel and Guidance Association (now the American Counseling Association) conducted a project funded by the United States Office of Education to survey "The Status of Guidance and Counseling in Our Nation's Schools." The issue papers written as discussion stimulators for that project provided interesting insights concerning the situations that school counselors worked in during that period. They indicated that there were differences of opinion concerning the role of the school counselor, confusion as to the best way to organize the delivery of services, and unresolved issues as to the leadership and supervision of guidance in the schools.

School counseling supervision has some of its roots in educational supervision. It is interesting to note the parallelism of the development of that specialty with the evolution of leadership of school counseling staffs. Educational supervision "emerged as a field of practice around the turn of the century" (Bolin & Panaritis, 1992, p. 30). The role of the teacher supervisor "expanded to include that of on-the-job teacher training, . . . a teacher of teachers" (Bolin & Panaritis, 1992, p. 33). From the 1920s to the present day, educational supervision literature consists of a debate between those who favor a scientific, data-based, technologically oriented approach and those who favor a humanistic approach focused on encouraging collegiality and freeing up teachers' creativity and resourcefulness (Bolin & Panaritis, 1992). Clinical supervision, a blend of both approaches, emerged in the history of educational supervision in the 1960s (Bolin & Panaritis, 1992). It incorporated the application of identified standards of practice against which performance effectiveness is judged with an emphasis on assistance by professional peers and colleagues.

During the 1960s and 1970s, guidance services in the schools were found in a wide variety of organizational patterns under a number of different types of leadership. The concerns about the organization and leadership of guidance that were present in the beginning were still present. By the 1970s, the view of guidance in the 1960s as a part of pupil personnel services was being questioned. Lombana (1977) found that "the reality is that pupil personnel services, as a team effort, has not fared well at the grassroots level. . . . this organizational pattern is only a convenient method of grouping a collection of services which do not neatly fit within another structure" (p. 178).

During this same period of time, the growing numbers of elementary counselors, who typically served more than one building, caused an increased need for school district-based elementary counseling supervisors. Large districts were able to justify small guidance departments, comprising a guidance director, an elementary and, less frequently, a secondary counseling supervisor, and a testing supervisor. In addition, in many school districts elementary school counselors were assigned the task of identifying students who would benefit from special programs. Organizationally some counselors were placed under the auspices of the newly supported (through PL94-142) Special Education administration. However, with elementary guidance, career guidance, and career education movements emphasizing the developmental aspects of the guidance program, this placement produced tensions for both central office guidance supervisors and school counselors. In contrast to the guidance-as-part-of special education organizational pattern and in the context of expanding use of educational supervisors, some districts incorporated the central office guidance supervisor into departments of instruction.

It was also clear that, during this time, the building principals were still defining the roles and assigning the work that school counselors did. Costar (1977) pointed out that "Although every elementary and secondary school has a guidance function to perform, only a relatively small portion has a director of guidance or a coordinator other than the principal. The result in the past has often been to leave the guidance function unattended" (p. 212). In some cases in which there were directors of guidance, there were conflicts between the directors and the principals. "Building principals were reluctant to relinquish authority and autonomy to any person functioning in a staff relationship" (Aubrey, 1978, pp. 294–295), and directors seem to have been reluctant to assert themselves. Lombana (1977) reported that studies showed that directors were

> largely ineffective as leaders of counselors . . . [W]hile they serve[d] to coordinate inservice training and interpret local policies and procedures, they possess[ed] low levels of authority within the school system and thus were ineffectual in affecting personnel needs, improving counselor–student ratios, evaluating counselors and taking corrective action where needed. (p. 180)

She recommended that the district supervisors be "professional role models . . . who are professionally competent and . . . who can serve important functions of program development, maintenance, and facilitation of role implementation" (p. 180).

Costar (1977) also identified why "it is almost natural in the present system that principals and counselors should feel some antagonism toward each other" (p. 213). He listed some basic differences between principals' and counselors' perspectives regarding the role of counselors: administrative versus counseling; the sharing of responsibility for the guidance program (all staff vs. counselors only); the ingredients of the guidance program (discipline, attendance, and scheduling vs. counseling and coordination); and the priorities for student services (all students vs. individual students). He concluded that

> Nothing has done more over the years to inhibit the development of valid and productive school guidance programs than the failure of principals and school counselors to work together as an effective guidance team, nor is anything more important to the well-being of the counselors themselves. (p. 219)

The practice of supervision within the counseling profession also was evolving during these years. Although "clinical supervision has been practiced as long as has psychotherapy" (Bernard & Goodyear, 1992, p. xv), it only became a topic of some prominence in the counseling field in the late 1960s. In 1969, the Association for Counselor Education and Supervision (ACES) through its Committee on Counselor Effectiveness recognized that "In view of the increasing pressures and demands being placed on counselors, it seems essential to implement continuing supervision if competent counseling skills are to be maintained, refined, revised, and integrated with new knowledge" (Boyd, 1978, p. xiv). In his landmark book on counselor supervision, Boyd identified the purposes of supervision as "facilitation of the counselor's personal and professional development, promotion of counselor competencies, and promotion of accountable counseling and guidance services and programs" (Boyd, 1978, p. 10). He also recognized that "the supervisor is an advocate for counselors" (p. 10). In the late 1980s, ACES published two handbooks on the topic: the *Handbook of Counseling Supervision* (Borders & Leddick, 1987) and the *Handbook of Administrative Supervision* (Falvey, 1987). In 1989, ACES published their "Standards for Counseling Supervisors."

The 1980s also brought advancement in the professionalization of school counselors. Their appropriate role in the schools was being more clearly defined. In the previous era,

> Guidance and counseling leaders [from various theoretical schools fought] for control over the use of the school counselor's time, while at the same time the agent most in charge of this time did not become involved in the issue at all. Instead, school administrators continued to utilize school counselors in the most advantageous way for the realization of administrative aims and objectives. (Aubrey, 1982, p. 203)

In contrast, due perhaps to the accountability movement and to the introduction of comprehensive guidance programs, school counselors were increasingly expected to focus their specialized skills on students' and society's needs rather than on school districts' administrative needs. Primary issues facing school counselor leaders included defining realistic expectations for school counselors and using effective means to help them upgrade and change their skills and attitudes to implement improved programs and meet new consumer needs. Such basic questions as "Should a school counselor be a generalist or a specialist?" (Hooper, 1982a, pp. 8–9) were being asked.

Counseling supervision as a primary means for enhancing the professional performance of school counselors was being suggested. In reviewing the status of school counseling in the 1970s and 1980s, E. B. Roberts and Borders (1994) noted that "school counselors need[ed] ongoing supervision to help them refine counseling skills, learn how to deal with difficult student issues, and perform their many and varied functions" (p. 149).

However, during that era this supervision had not been defined.

> The idea that supervision should be regular and constant seems to be accepted by most counselors and counselor educators. Unfortunately, most school principals and even coordinators of counseling programs are themselves burdened with administrative duties that leave little time for counselor supervision that addresses personal and professional development. (Barret & Schmidt, 1986, p. 52)

Other questions that guidance directors were asking themselves at the time included, "What are the effective means of supervising and evaluating school counselors and other guidance staff, given the complexity of a comprehensive approach and the multiplicity of managers?" (Hooper, 1982a, p. 10).

Whether school counselors were supervised by other professional school counselors, either guidance coordinators from the central office or building-based guidance department heads, or by building principals, the assistance provided to enhance their professional performance was incomplete. Principals often were not familiar with counseling. District-level guidance supervisors were often not familiar with the needs or procedures in school buildings (Henderson, 1986).

Henderson (1986) found that building-based guidance program department heads needed and wanted to provide better leadership of school counselors. They recognized their staff members' needs for assistance, but they lacked supervisory skill and program vision and were somewhat lacking in commitment to the counseling profession. They were not applying the scientific approaches of instructional supervision. They observed school counselors without recording what they saw, and they did not use formal mechanisms for providing feedback. In turn, district-level guidance program staff leaders did not provide effective supervision to the building-based leaders either.

Yet, as with the counseling profession as a whole, training for fulfilling supervisory roles was not readily available. Barret and Schmidt (1986) wrote that "in the specialty area of school counseling little has been done to generate a consensus about certification standards or supervision expectations" (p. 50). Henderson (1986) found that building-level guidance program staff leaders were selected "because they were for some external reason—money, prestige—motivated to seek the position. Also, they were selected because principals felt they had earned the respect of their colleagues for professional leadership" (p. 42). On the other hand, as had been well described earlier, school counselors were "often supervised primarily by principals and other administrative personnel who have little or no training in counseling" (Barret & Schmidt, 1986, p. 52). Barret and Schmidt (1986)

> found that administrators of 3,031 school systems in 26 states indicated they had a central office person who was responsible for the coordination and supervision of counseling and guidance services. In all but 5 states, however, school principals were charged with the *direct* supervision and evaluation of school counselors. In 13 states (38%) there was a certification category for supervisors of school counseling. Although requirements varied considerably, these states generally required counseling supervisors to have school counselor certification plus 3 years of counseling experience. . . . Some studies of school counselor supervision have shown that supervisory activities generally focus on meetings, planning and program development, in-service coordination, and other administrative functions. (p. 52)

For school counselors directly supervised by their building principals, Lampe (1985) found that the vast majority of principal training programs did/do not require their students to take a separate course in school guidance; a few do, most offer it as an elective; a few include the content in other courses; and very few do not include it at all. Often, if they wanted to fulfill a legitimate supervisory role, principals had attempted to modify models of instructional supervision developed for use with teachers to apply to counselors (Childers & Podemski, 1985).

Barret and Schmidt (1986) proposed a solution that made sense in the context of the 1980s for the provision of effective assistance for school counselor performance improvement. It integrated the needed approaches to supervision and suggested ways to make appropriate use of the leadership talent available:

> Should counselor supervision be categorized as a threefold process: administrative (performed by principals with a focus on employee attendance, punctuality, staff relations, outreach to parents); clinical (performed by properly trained and certified counseling supervisors with a focus on direct service delivery); and developmental (performed by program coordinators with a focus on program development, in-service training, and other system-wide concerns)? (p. 53)

During the 1970s one of eight unresolved problems needing to be addressed to enhance the potency and to clarify the place of guidance and counseling in the schools was "local leadership in guidance and counseling" (Herr, 1979, p. 139). During the 1980s states and local districts had begun adopting and adapting the comprehensive guidance program model, providing for clearer expectations for the roles fulfilled by school counselors and for program accountability. In his study, Peer (1985) concluded that "Seventy percent of the respondents saw counselors as having the power to effect needed changes" (p. 186), and he identified a potential power base in the constituents who were perceived as thinking "highly" of counselors: principals and superintendents.

With clearer program definition and, at the local level, trust that counselors knew best how to do their own jobs came the empowerment of in-district guidance program leaders. School board members and superintendents called for the improvement of guidance and counseling programs. Thus, district-level guidance program staff leaders of the time found themselves beginning to link their content and expertise power with the administrative power of an upper-echelon administrator. In these teams, content leaders had primary responsibility for elucidating the program concept, designing the program, and assessing staff competencies. Administrative leaders had primary responsibility for assessing the student and program needs, developing the policy support required, and allocating the necessary human, fiscal, and material resources for designing and implementing the necessary changes.

The challenges to district guidance program staff leaders shifted to such issues as improving the programs and the performance of the staff members, responding to the challenges of indirect management, as well as balancing responsibilities to the guidance program and staff with those of the other programs and staff administered, dealing with "administrivia", advocating for the guidance program and staff, building coalitions, and helping counselors become more politically astute and active (Hooper, 1982b).

Many writers had identified one aspect of the problem in local leadership as the confusion (and, sometimes, conflict) between the roles fulfilled by building principals and those fulfilled by district guidance leaders. A possible solution was ignored by these writers. In her study, Henderson (1986) noted that "Secondary schools across the country have 'Head Counselors,' i.e., Department chairs who respond to principals and to Directors of Guidance [There existed then, and now, a] void in the literature on the topic of effectiveness of Head Counselors, on their roles, responsibilities, and relationships." Other challenges to district guidance program staff leaders came with the recognition that

> school counselors and other school-based guidance staff typically respond to several leaders, administrators, managers. How do we coordinate the various roles of the governors of guidance: district director, principal, vice-principal, head counselor, counselor Association leaders? What are the best ways to assist in the development of these co-leaders? (Hooper, 1982b, p. 8)

The focus of the challenge shifted from one of a struggle for power or control "over" counselors to one of how to blend leadership roles in order to best serve students in the schools.

The Present

What Is the Current Status of Leadership for Guidance?

Given the varied patterns of administration, management, supervision, and professional leadership for guidance in the schools that evolved over the past 80-plus years, the question is where are we today? Are the patterns still as varied as they have been? Has there been any consolidation of thoughts and practices? This section of Chapter 1 focuses on where the field is today on these issues.

Organizational Practices

With the demise of federal and, in many states, state-level supervisory support, the primary responsibility for assuring the provision of quality counseling services and related leadership of school counselors is in the hands of local school building and district administrators. Fortunately, an increasing number of school districts today recognize the magnitude of students' personal, social, educational, and career development needs and the negative impact of society's problems on them, and value the contributions professional school counselors can make in nurturing their healthy development. In school buildings and districts that have adopted the comprehensive guidance program approach, organizational practices are beginning to be put into place to provide the leadership and management needed for school counselors to fulfill appropriate roles at ever-increasing levels of competence. Effective guidance program staff leaders are emerging at the building and district levels to ensure not only the implementation of meaningful programs but also effective performance by each member of the guidance program staff.

As the chief executive officers of school districts, superintendents have authority over every staff member. They delegate authority to subordinates who have districtwide program and staff responsibilities, and they delegate authority to building administrators who have program and staff responsibilities for their buildings. What is still often unclear is where the lines of hierarchy intersect. Which positions in the district structure are "over" the building principals, which ones are parallel, and which ones are subordinate are still often not specified. Thus, program and staff leadership responsibilities are shared, but often the delineation of roles is unclear. Indeed, they may vary depending on the administrative topic, for example, building staff may have a lot of autonomy over how to accomplish certain program activities, but salaries and staff allocations are usually established on a district basis. Building guidance department staff members are under the authority of building principals, building guidance department leaders, and the authority of district administrators with responsibility for the guidance program.

No matter how large or how small a school district, there is a central office structure and a building structure with resources available to assist school counselors provide quality guidance programs and enhance their performance. The complexity of this administrative structure is dependent on the size of the district, that is, the larger the district, the more people it takes to administer programs and personnel, and, thus, the more layers there are in the structure. Striking the right balance of authority and assistance between building resources and district resources continues to be challenging, particularly where philosophies or perceived missions vary.

At present, in different states and locales the balance of power differs. In some the balance tilts toward the side of the buildings, in others toward the district. In the educational reform era of the 1980s, district departments held sway, in the 1990s, site-based decision making is returning some of that authority back to building leadership. In many situations, however, this power is tempered with accountability requirements. Needless to say, it is hard to generalize because the school district structures vary so much from state to state, and the structures are so closely associated with the various methods used to finance schools, whether statewide or local.

However the school district is structured, one of its purposes is to provide for the most effective and efficient administration of the guidance program, the management of the program's resources (including its people), and the supervision and leadership of program staff. It is more clearly understood today than ever before that these functions are best accomplished by individuals who are competent school counselors and who are also competent administrators, managers, supervisors, and professional leaders. These competencies must be coupled with the authority it takes to be respected by the other building and district leaders and to hold the guidance program staff members' attention. If these essential ingredients are not packaged in one individual, then collaborative systems for integrating them are needed. Outlined below are some examples of how such systems have been constructed in the 1990s.

Who Leads and Manages Guidance Programs Presently?

School Districts

In school districts those with the authority to provide leadership to the guidance program staff fall often into either of the two categories previously described: those whose certification, experience, and primary professional affiliation are in school counseling and those who are professional generalist administrators. Professional school counselors who become district guidance leaders today are typically those who have sought administrative or supervisory credentials. Generalist administrators may have their primary professional affiliation in related disciplines, such as one of the student services. They may have responsibility for a broad group of services, such as all-instructional programs or special or vocational education. As with all of the programs they administer, the farther their expertise is from school guidance and counseling, the more they must rely on professional school counselors in the buildings to provide the needed specialized counseling expertise.

School Buildings

In buildings, guidance program staff leaders today often fall into the same two categories: those who are experienced and aligned with school counseling and those who are not. Schmidt (1990) pointed out that "principals are usually the primary evaluators of counselors" (p. 87). Similarly, Ribak-Rosenthal (1994) noted that "frequently administrators (e.g., site principals, vice principals, or the district superintendent) determine the role and function of counselors within the school or district" (p. 158).

In some schools today, principals perceive their roles as envisioning

> how the program would better serve the mission of the school and fit operationally as an integral part of the whole, . . . believ[ing] that using counselors to best meet the needs of students is of primary importance, . . . communicating these priorities. . . . Having competent and up-to-date counselors is an obvious key to having a student-centered guidance program. (Henderson, 1994b, p. 39)

Principals with this perspective look to school counselors to provide the program leadership needed. Most often, if there is more than one counselor on the staff, one is designated as the guidance department head.

> The skilled counselor supervisor and guidance program manager ensures that the program and staff stay focussed on the established priorities. By delegating authority and responsibility for the guidance program and for counseling staff performance, the principal not only is relieved of some tasks involved with managing that department, he/she also makes communication channels clear. (Henderson, 1994b, p. 39)

Other principals still do not have this perspective and, thus, either they provide the leadership themselves or school counselors find themselves with a leadership void in their buildings. In these instances school counselors provide principals with the knowledge and information they need, and/or they find leadership outside of the building. Again, this leadership is often provided by the local, state, and national professional associations.

What Titles Are Currently Being Used to Identify Guidance Program Leaders?

School Districts

District guidance administrators' titles vary depending on the organizational structure of the school district, which, as described earlier, varies depending on the size of the system and on where the superintendent and school board have decided the guidance program fits organizationally. As displayed in Figure 1-1, the hierarchy of titles within school districts for individuals with or without professional school counselor affiliation begins at the top with the Superintendent; the next level of administrative officers have "superintendent" in their titles and may be deputies, associates, or assistants. These administrators are responsible for multiple programs, one of which may be guidance. Superintendents whose responsibilities include guidance are usually those in charge of instruction or student services. Reporting to these superintendents are administrators with "director" in their titles. They may be "Executive Directors," "Directors of" one or more programs, or a specific program director. Quite a few medium and larger

DISTRICT ADMINISTRATION STRUCTURE
(General)

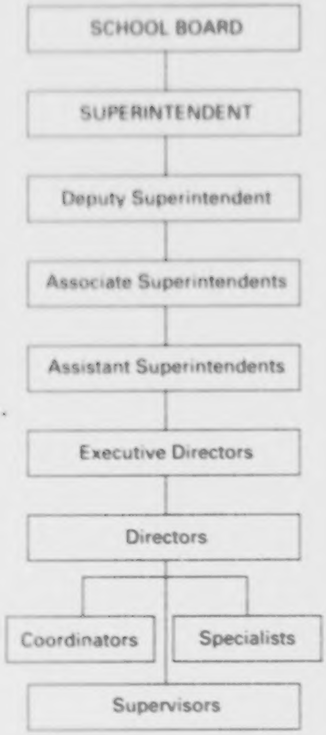

SCHOOL BOARD
SUPERINTENDENT
Deputy Superintendent
Associate Superintendents
Assistant Superintendents
Executive Directors
Directors
Coordinators
Specialists
Supervisors

FIGURE 1-1

sized districts have Directors of Guidance. Under the directors' level fall people with such titles as coordinator, specialist, consultant, and supervisor. Again, larger districts often have a secondary or an elementary counseling supervisor or coordinator or both. In addition, in school districts where elementary counselors are still providing services to more than one school, it is common for them to report directly to a district supervisor rather than to the several building principals.

District administrators with guidance, counseling, or both in their titles usually have their professional roots in school counseling. They may also have responsibilities for other related programs, such as those for testing or for at-risk students. In some districts, however, school counselors may come under an administrator with a broader title, such as Assistant Superintendent or Director of Student Services, whose professional affiliation is with some other specialty. In any case, at some point in the central office hierarchy, noncounselors are superordinates to counselors.

School Buildings

In school buildings where there is only one school counselor, the counselor typically reports directly to the principal, although in some situations they may report to a central office guidance staff leader. In these situations, as in many elementary schools, in which one counselor serves several buildings, school counselors typically report to a central office guidance supervisor. When there are several school counselors, one counselor is formally designated or informally perceived as the department leader. These school counselor leaders are variously labeled as Head Counselor, Lead Counselor, or Director of Guidance and may fulfill all of the staff leadership roles. In some examples, the counselor with the oldest students (e.g., the high school "senior counselor") fulfills some leadership roles.

Where Do Guidance Programs Fit in the Organizational Structures of Schools Today?

School Districts

Organizations are structured (a) to reflect the operational philosophy of top-level management by bringing related departments together in working horizontal and vertical alignments; (b) to ensure that each administrator's span of control is manageable; and (c) to ensure efficiency of operations by avoiding functional redundancies and gaps (W. J. Cook, 1988). Thus, guidance programs are placed in the district administrative organizational structure according to how their mission, perceived or expressed, relates to the mission of the district as a whole. If the guidance program is student-centered and based on a developmental perspective, it usually will be found in the instructional part of the building or district structure. If the guidance program's primary mission is student-centered and gives priority to responsive services, then it probably will be located in the student services part of the structure. If the guidance program is primarily district operations-centered and reactive to demands of administrators and teachers, then it may be aligned with the administrative part of the district.

School Buildings

Within a school building's organizational structure, the comprehensive guidance program often has become a separate entity. The comprehensive guidance program holds a unique position within the overall school program. It has instructional elements and, at the same time, operates from a centralized perspective akin to that of the administration. If linkages are provided with the instructional and administrative departments, the guidance department fares well in a stand-alone position in the structure. If the linkages are not provided, and "stand alone" equals isolation, then the separate entity structure is not effective. In some structures, the guidance department and its leadership are on the same level as the co-administrators. In some others, they parallel the instructional departments. In still others in which the programmatic function is not as well perceived as the services function, school counselors are grouped with other specialists (e.g., librarians, diagnosticians, and music teachers) for organizational purposes. If the school is organized according to specialties and has a number of resource people, school counselors may be aligned with other student services providers, such as school social workers, school psychologists, and attendance officers.

At the building level, variances occur today not only according to the relationship between the school's mission and that of the guidance program but also according to the size of the guidance program staff. If there are several school counselors, paraprofessionals, and a volunteer staff, they are more apt to be comfortable in a stand-alone position than if there is only one school counselor. If there is one counselor and one administrator, their work together as a team is necessary and demands organizational closeness.

What Are the Organizational Structures Currently Found Within Guidance Departments?

School Districts

At the district level, guidance program staff provide leadership to building-based staff members. The building school counselors and others, thus, find themselves with two masters: the district-level guidance program staff leader and the building principal. This situation at times causes tension for the school counselors but does provide for the various dimensions of staff leadership. The district guidance program staff leader usually provides the school counselor expertise, but their administration, management, and supervision responsibilities vary depending on their title. In many school districts today, "directors" are employed to provide all three leadership roles; "coordinators" fulfill management and supervision roles, with an emphasis on management; and "supervisors" fulfill supervision and some management roles, with the emphasis on supervision.

School Buildings

Where there is more than one school counselor in elementary schools, it is not unusual for the counselors to have equal status, with no one formally designated as the leader. In middle/junior high schools with more than one counselor, often one is designated as the leader. In some places this is based on seniority, and in others it entails an expectation in their job descriptions for providing some aspects of administration, management, supervision, and professional leadership. Because high school counseling staffs are usually larger than those in elementary or middle schools, often one person provides the staff leadership functions. In some buildings these leaders are designated informally, as in the cases in which the "senior counselor" fulfills management functions as delegated to him or her by the principal. This role usually does not include the evaluation of the other staff members. In other buildings these leaders are designated formally, as in the case of guidance department heads, and are expected to fulfill all four functions (administrative, management, supervision, and professional leadership) through the activities associated with program and staff development.

Some comprehensive high schools are very large. In these schools the guidance department staff may be large and varied. The staff may include both professional school counselors who fulfill comprehensive roles and those who fulfill specialized counseling roles. Some school counselors specialize in particular content areas, such as career development, conflict management, higher education, substance abuse, or teen parenting. Other school counselor specialists are those additionally trained to work with a particular population, such as those who are at risk of dropping out, bilingual or bicultural, gifted or talented, learning disabled, or migrant. A school guidance staff may include several categories of paraprofessionals, such as secretaries or clerks, registrars, career center technicians, and technical assistants. At times teachers, administrators, other specialists, and volunteers participate in the delivery of the guidance program, and in these roles are accountable to the school-based guidance program staff.

As with districts and buildings, the intradepartment organizational structure depends on the size of the staff. And, consistent with the topsy-turvy-like growth over the past 80-plus years, too frequently how staff members are organized is unspecified today. Many questions may not even have been asked, let alone answered. For example, how are teachers accountable to the guidance department for instruction in guidance-related subjects? Is each counselor's secretary only accountable to that counselor or also to the department as a whole? Or, if a substance abuse counselor and a comprehensive counselor share responsibility for a student, who has primary authority in determining a treatment plan?

How Are School Counselors Currently Being Led?

Professionalization of Staff Leadership

The professionalization of counseling continues in the 1990s, as does the related professionalization of counseling supervision. Counseling supervision, however, is only beginning to be legitimized by recognition in specialty certification and training requirements. Counseling standards of practice are being defined, as exemplified by those published by the American Counseling

Association (ACA, 1995) and those in state licensure statutes that are becoming practice acts, based on ACA's model licensure bill. Supervised experience has, by this time, become an expected facet of preservice training. In addition, "One effect of credentialing legislation has been increased requirements for supervised experience after completing the master's degree" (Borders & Cashwell, 1992, p. 208).

These additional requirements and the oversight responsibilities of state licensure boards have demonstrated "the importance of a supervisor's skills in helping a counselor develop into a competent and ethical practitioner" (Borders & Cashwell, 1992, p. 209). After 20 years of focused attention, ACES has provided a body of knowledge that supports quality supervision. The publication in the 1980s of the "Standards for Counseling Supervisors" (Association for Counselor Education and Supervision, 1989) was followed by publication, in 1991, of a "Curriculum Guide for Training Counseling Supervisors" (Borders et al., 1991) and the ACES "Ethical Guidelines for Counseling Supervisors" in 1993. Several articles have described some uniform thinking about the qualifications of supervisors and recommendations for legitimate practice" (Borders & Cashwell, 1992, pp. 209–214).

Because most of these developments are recent, issues still exist surrounding counselors having ready access to quality supervision. Specialized certification for supervisors is emerging, but "in most existing legislation it is recognized that supervisors need to be competent counselors. Few state boards, however, currently recognize the need for specialized training" (Borders & Cashwell, 1992, p. 215). Although continuation of supervision beyond initial certification is suggested in the ethical standards of the profession and occurs in some individual practices and agencies, it is not a regular requirement for maintaining competence. In fact, "The profession needs to publish national expectations of counselor supervision in all work settings" (Barret & Schmidt, 1986, p. 53).

EDUCATIONAL LEADERSHIP. Educational supervision in the 1990s is again shifting between the scientific, behavioristic approach that was legislated in many states during the educational reform era of the 1980s (Darling-Hammond & Sclan, 1992, p. 27) and one in which colleagues work "together to enhance each other's skills" (Hill, 1992, cited in Glickman, 1992, pp. v–vi). Educational supervision today is described as the focus of colleagues on assisting individuals as they implement their own goals and plans for professional development. Performance evaluation is being conceptualized as not being "based on an inspection system featuring supervisors bearing checklists on brief visits to classrooms, [but rather] an ongoing set of experiences in which teachers examine their own and each others' work, determine its effectiveness, and explore alternative strategies" (Darling-Hammond & Sclan, 1992, p. 8).

LEADERSHIP OF SCHOOL COUNSELORS. The application of standards to the supervision of school counselors is evolving. Up to this time, few writers have ventured into this arena (Barret & Schmidt, 1986; Henderson, 1994b; Henderson & Lampe, 1992; E. B. Roberts & Borders, 1994; Schmidt, 1990). E. B. Roberts and Borders (1994) conducted a national survey of school counselors "designed to describe existing supervision practices for school counselors" (p. 150). With the Barret and Schmidt (1986) model, 85% of the respondents reported receiving some administrative supervision, 70% some developmental (program) supervision, and 37% some counseling supervision. The school counselors "reported significantly fewer hours of postdegree counseling supervision than did counselors in other work settings" (E. B. Roberts & Borders, 1994, pp. 149–150). We concur that "It is indefensible that [school counseling] professionals find themselves counseling in critical areas without the support of regular supervision from a qualified professional" (Barret & Schmidt, 1986, p. 54).

In addition to supervision designed to assist counselors enhance their professional performance, evaluation of that performance is also required by school systems in most states.

Compared with the attention to supervision in published articles, "Counselor performance appraisal has not received comparable attention" (Schmidt, 1990, p. 86). Still only vaguely defined are the "behaviors and practices [school] counselors [should] be able to demonstrate, and which of these practices are illustrative of effective functioning" (p. 87).

The counseling literature may not reflect forward movement in school counselor appraisal, but many school districts have defined performance evaluation standards for counselors. A major thrust of the educational reforms of the 1980s was encouragement for teachers to improve their performance by appraising the specifics of their teaching behaviors, and by rewarding those who excelled in these behaviors with additional money. Whereas not many states or school districts provided the monetary incentives of the career ladder for school counselors, many adapted performance appraisal systems for specialists patterned after the teacher appraisal systems (Henderson, 1994b). In several states (e.g., Mississippi, North Carolina, and Texas), the state counseling associations provided the leadership in the development of counselor-appropriate performance evaluation systems.

A primary obstacle that exists today facing fully effective school guidance program staff leadership is the insufficient number of individuals who are competent in school counseling and in school administration or supervision. Thus, often different individuals fulfill different roles, but their respective roles and responsibilities are not clarified. The building principal can provide useful administrative supervision, but it is unlikely that they are current in the clinical functions of counseling.

In the E. B. Roberts and Borders (1994) study, "the school counselors indicated a preference for receiving counseling supervision on a regular basis from a credentialed counselor with additional training in supervision" (p. 150). Competent school counselors are usually available to fulfill the developmental and clinical supervision roles, but they often lack training and certification in supervision (Henderson, 1994c, p. 30) as there is little or no relevant school counselor-supervision training available and no specialized certification required.

> Current school counselors can fulfill roles as peer supervisors. An increasing number of mid-sized and large school systems employ district-level guidance program and staff leaders. Some intermediate education agencies and some state departments of education provide such expertise. Schools are also contracting with community-based Licensed Professional Counselors or counselor educators. (Henderson, 1994c, p. 30)

The Future

Answering the Decades Old Question of Leadership: Recommendations for the Future

The historical variations found in patterns and practices for providing administration, management, supervision, and professional leadership have not given the concerted focus needed to enable school counselors to fulfill their professional promise or for school counseling to take its rightful place in all of our nation's schools. In the 1990s, however, some consensus is emerging as to what staff leadership efforts are required to assist school counselors to conduct their work to enable them to make maximum contributions to students' growth and development. The organizational patterns and practices that work most efficiently and most effectively for students and for school counselors provide the ingredients for our recommendations for the future. By *effective*, we mean the quality of the activities provided as measured by their results in ever-advancing levels of competence demonstrated by the school counselors. By *efficient*, we mean the usefulness of the activities as measured by the amount of resources they require to produce the desired effect.

Another premise regarding what is envisioned for the future includes answering the basic question: Who is responsible for improving the quality of a professional's job performance? The individual alone? The employing school district's alone? Or a combination? We believe that the responsibility is shared between the individual and the district. The individual must come with certification of the training and education required for entry-level, basic competency in skills, attitudes, and commitment to the profession; and they must contribute to the continuous development of these skills, attitudes, and level of commitment. The employing district has the responsibility to provide a clear description of the job that is to be performed; the organizational structure, policies, and practices that allow the job to be performed; the expectations for the quality of performance; and feedback regarding an individual's progress in relationship to those expectations. In addition, the district should provide assistance to individuals that help them target their areas for performance improvement. Job-specific or work-setting-specific training should be provided as well.

Who Should Lead and Manage Guidance Programs and Staff?

Given the different types of guidance programs and staff leadership structures and procedures that have been used in the schools over the past 80-plus years, and the confusion that still exists today concerning these structures and procedures, the question is what is needed in the future. Who should lead and manage guidance program staff? What titles best identify guidance program staff leaders? What is the organizational structure within school buildings and districts that is most conducive to the effective use of school counselors? What is/are the most efficient organizational structure(s) within guidance departments? How should school counselors be supervised? This section of Chapter 1 provides our answers to these questions. Our answers are derived from our experiences and understanding within comprehensive guidance programs, programs that are equal and complementary to other programs in a building. In addition, our answers are based on the need for common language in the schools concerning guidance program and personnel organization.

School Districts

ADMINISTRATION. In District Administrative Offices, individuals with authority are needed who support the guidance program and the school counseling staff and who, at a minimum, fulfill an administrative role. They have responsibility for ensuring that the systemic links between the guidance program and the total educational program are in place. Individual and groups of employees within an organization are interdependent. Covey (1991) identified six systems through which those relationships are expressed: "information, compensation, training and development, recruiting and selecting, job design and communication" (p. 185). District guidance program staff leaders are primarily responsible for the effective design and implementation of these systems which, in turn, are used at the building level.

MANAGEMENT. District guidance administrators provide the essential link between school counselors and superintendents and school boards of education. Relevant to the guidance program staff, these responsibilities include not only the six systems listed but also budget provision, employment and professional development practices, program and staff development, guidelines, regulations, and policy support. Having assured these are in place, district guidance program staff leaders also begin the chain of responsibility for managing the resources obtained. This may involve direct management or delegation to someone else, centrally or building based.

SUPERVISION. If guidance leaders have professional school counseling competence, they begin the chain of supervision responsibility as well. At minimum, they lead the development of an appropriate system for provision of supervision and collaborate with other counseling staff supervisors to ensure effective implementation of supervision practices. If they do not have counseling competence, the district administrator's role is to ensure that a professionally appropriate system is in place and staffed with resource people who do have the needed competencies.

PROFESSIONAL LEADERSHIP The professional leadership function is partially fulfilled by whomever is the district guidance administrator. Through modeling and other strategies, they set the climate that nurtures continuous competence and program improvement. The closer their professional affiliation is to professional school counseling, the more direct their leadership can be.

School Buildings

Ideally the counselors in each school building have ready access to an individual who fulfills each of the four leadership roles directly. In buildings with multiple counselors, guidance program staff leaders are on site. Where buildings are served by single counselors, guidance program staff leaders are designated for a group of counselors and readily accessible to each site. There is no empirical evidence that helps us define how large or small such a group should be. Recommending an appropriate span of control for managers is a theme in business literature. "'Span of control' refers to the number of people and/or functions that report to any one person. The fact is that there is a limit to what a person can effectively manage; beyond that point there is a loss of control" (W. J. Cook, 1988, p. 9). On the other hand, having one manager for too few people is inefficient.

> Effective span of control is determined by many variables other than numbers. For example, the abilities of both the manager and subordinates; the type of work involved; the geographical spread or the physical layout of the work; and the organization's management philosophy are all factors influencing, and even sometimes dictating, span of control. (W. J. Cook, 1988, p. 10)

Covey (1991) made the point that "Many American companies are being managed on a span of control of one to six, one to seven, maybe even one to ten. All of a sudden they have competition out there with a span of control of one to fifty or more" (p. 167).

As systems for staff leadership shift from "snoopervision" to "self-supervision," from supervision of individuals based on highly technical definitions of practice to supervision of groups within a self-directing culture seeking excellence, the recommended ratio of supervisor-to-supervisee increases. School administration occurs in defined, hierarchical systems of varying dimensions and numbers. Leadership for continuous professional improvement happens for individuals in a variety of relationships, from one-to-one mentoring to motivation of an individual by a speaker to an audience of hundreds or a writer to thousands (even millions!) of readers.

The following principles regarding the ratios of leader-to-staff members are conducive to effective leadership staffing. If the counselor-to-student ratio is 1:300; if where there is more than one counselor, one should be designated as the leader; and if one leader should fulfill the described roles and responsibilities for 8–10 counselors or for 4–6 buildings, then each staff grouping of from 2 to 10, serving 600 to 3,000 students, would have one designated local leader, each grouping of 11 to 20 counselors, serving 3,300 to 6,000 students, would have 2; each grouping of 21 to 30, serving 6,000 to 9,000 students, 3; and so on.

What Titles Best Identify Guidance Program Staff Leaders?

Titles continue to vary in educational administrative structures. The definitive organizational pattern has yet to be found. Titles reflecting responsibilities vary from school district to school district. What is clear, however, is that whether they are in school district offices or in school buildings, guidance program staff leaders should have titles that reflect their administrative, management, supervisory, and professional leadership responsibilities and fit their placement in the organizational structure of the school system. Individuals with direct responsibility for the guidance program and direct contact with the school counseling staff should have guidance, counseling, or both in their titles (e.g., Assistant Superintendent for Guidance, Director of Guidance, Counselor Supervisor, Guidance Department Head, or Head Counselor). In the model described in this book, we are using a generic title, "guidance program staff leader," to connote the interconnectedness of program and staff leadership responsibilities. District guidance program staff leaders fulfill district-level responsibilities; building leaders, building-level responsibilities.

What Are the Organizational Structures Most Conducive to Effective Use of Professional School Counselors?

School Districts

The district office guidance-related structure will vary not only according to the administrative philosophy held by the school board and the superintendent but also according to the size of the district and the administrative staff. Figure 1-2, which depicts a rather complete structure, portrays our recommendation for the positioning of guidance in a school district structure. Such would only occur in the largest of districts. In smaller districts individuals may fulfill several of the roles.

Slightly more problematic in the past has been the relative authority of district guidance program staff leaders and building principals. Based on the assumption that the school district has in place working information and communication channels, an effective and efficient structure is one in which both positions are accountable to equally positioned administrators, leading to one administrator over both. Figure 1-3 provides the picture of this structure. Role specification for shared responsibility and for collaboration to ensure the quality of the guidance program and the staff members' performance is essential.

School Buildings

The guidance-related organizational structure recommended for school buildings is simpler, although it may still vary according to the size of the guidance department. In a school building the administrator with direct authority over the head of the guidance department is the principal, the chief administrative officer of the school. The guidance department (program and staff) is central in the school structure; it works with all students and with all staff members. Parts of the program are infused throughout all of education, whereas other parts stand separately, having specific functions that contribute to student growth and development. To have the information, communication, and policy support they need to operate effectively and efficiently, counselors are connected as directly as possible to the individual with ultimate responsibility for the building and its operations.

We believe that building guidance program staff leaders should be members of building administrative teams, and on a par with the leaders of the instructional teams or instructional department heads. The structure we envision is reflected in Figure 1-4 and applies to the elementary school with one counselor, a handful of teachers, and the principal and to the comprehensive high school with a large guidance department staff, several hundred teachers, and several people with the word "principal" in their titles.

What Are the Most Efficient Organizational Structures Within Guidance Departments?

School Buildings

Whenever more than one person is accountable for a program, one of them is designated as having the authority over the other. Authority and responsibility go together. The four functions ful-

GUIDANCE POSITION IN DISTRICT ADMINISTRATIVE STRUCTURE

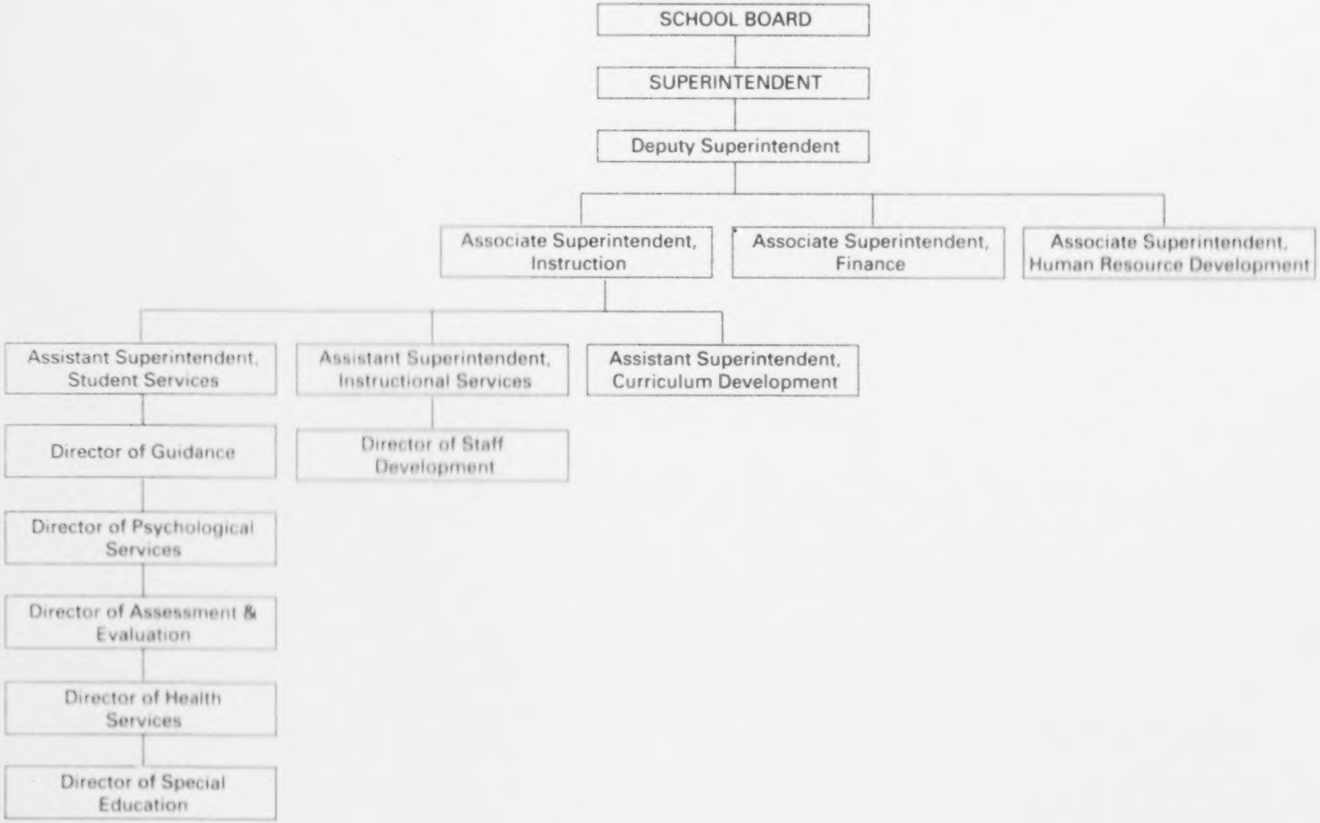

SCHOOL BOARD
SUPERINTENDENT
Deputy Superintendent
Associate Superintendent, Instruction
Associate Superintendent, Finance
Associate Superintendent, Human Resource Development
Assistant Superintendent, Student Services
Assistant Superintendent, Instructional Services
Assistant Superintendent, Curriculum Development
Director of Guidance
Director of Staff Development
Director of Psychological Services
Director of Assessment & Evaluation
Director of Health Services
Director of Special Education

FIGURE 1-2

MID-MANAGEMENT ALIGNMENT

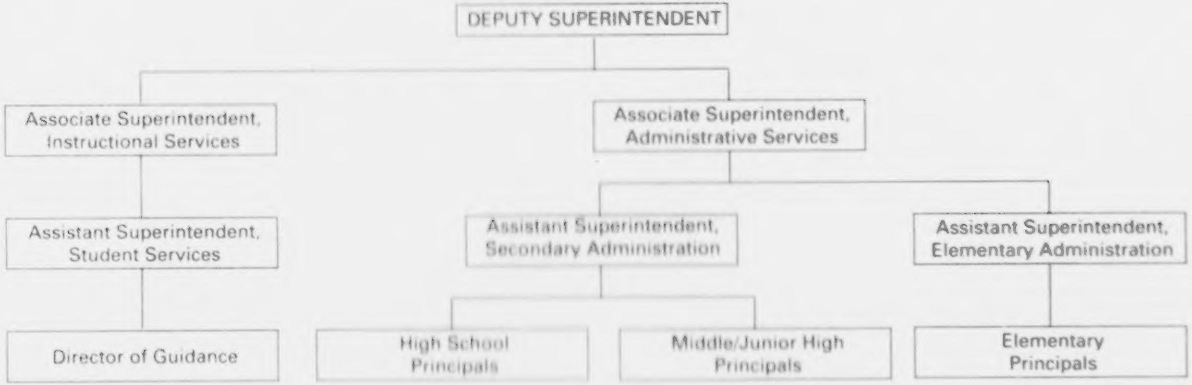

DEPUTY SUPERINTENDENT
Associate Superintendent, Instructional Services
Associate Superintendent, Administrative Services
Assistant Superintendent, Student Services
Assistant Superintendent, Secondary Administration
Assistant Superintendent, Elementary Administration
Director of Guidance
High School Principals
Middle/Junior High Principals
Elementary Principals

FIGURE 1-3

BUILDING-LEVEL ORGANIZATIONAL STRUCTURE

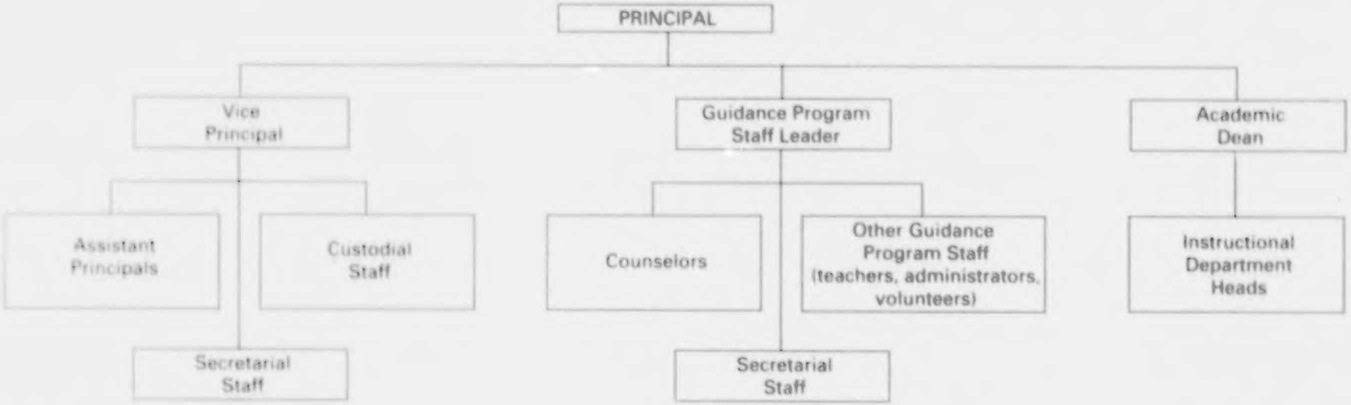

PRINCIPAL
Vice Principal
Guidance Program Staff Leader
Academic Dean
Assistant Principals
Custodial Staff
Counselors
Other Guidance Program Staff (teachers, administrators, volunteers)
Instructional Department Heads
Secretarial Staff
Secretarial Staff

FIGURE 1-4

filled by guidance program staff leaders may be shared vertically in a school system's organizational pattern and, if carefully defined, may be shared horizontally across a staff; but every grouping of staff members must have a designated leader, a "boss" who is responsible to and for them and who is the link to the rest of the administrative structure of the system.

SMALL SCHOOLS. Single counselors in small schools are most efficiently administered to and managed by building principals. Supervision and leadership for professional performance improvement is provided by professional school counselors to relatively small-sized groups of counselors. In schools with pairs or triads of counselors, one of the group is designated as the staff leader and has specified communication and authority lines to the district guidance department administration.

MIDDLE AND HIGH SCHOOLS. As described earlier, large comprehensive high or middle school/junior high schools may have large numbers of staff members with a variety of training levels, roles, and responsibilities represented. Figure 1-5 portrays the organizational structure we recommend for such a large and diversified staff. Where a staff is not as large or where individuals wear more than one of the "hats" outlined, the basic positioning of the staff members will still hold true.

School Districts

In school district offices with multiple guidance program staff leaders, the organizational pattern should include all the positions to whom the building guidance staff are accountable. One of these leaders should be designated as the primary leader of the district's entire complement of guidance program staff members. Fully staffed, the district guidance department includes those who administer, manage, supervise, and provide professional leadership in any dimension: for example, administrators of special grants or special programs, managers of such guidance department resources as the professional library, the guidance budget, materials, and equipment; supervisors of various counselor categories—elementary, middle/junior high, high, or specialists; and counselor staff developers. Figure 1-6 displays the relationships within this component of the organization that is fully staffed.

As extensions of guidance programs, other districtwide programs or services are implemented through activities conducted by the building-based guidance program staff (e.g., testing, student recordkeeping and other management information services, parent involvement, community-based services, special program referral, and attendance accounting). The best way to ensure that these activities are appropriately assigned and do not unbalance implementation of a comprehensive guidance program is to have them coordinated and authorized by the individual at the district level with primary responsibility for the guidance program and its staff. Figure 1-7 portrays the communication flow of these various departments.

How Should School Counselors Be Led?

Educational Leadership

In educational supervision Sergiovanni (1992) called for changing the "metaphor for schooling" from "instructional delivery systems" to the "learning community" (p. 211). He characterized

> the key management and supervisory issues that emerge when schools are viewed as "instructional delivery systems" [as] identifying and developing targets, goals, steps, procedures, timetables, and schedules that compose the best delivery routes, properly training deliverers and then providing them with clear instructions as to what to do and how to do it, developing a monitoring system to ensure proper delivery, providing additional training to correct mistakes and better align what deliverers do with what they are supposed to do;

BUILDING-LEVEL GUIDANCE DEPARTMENT

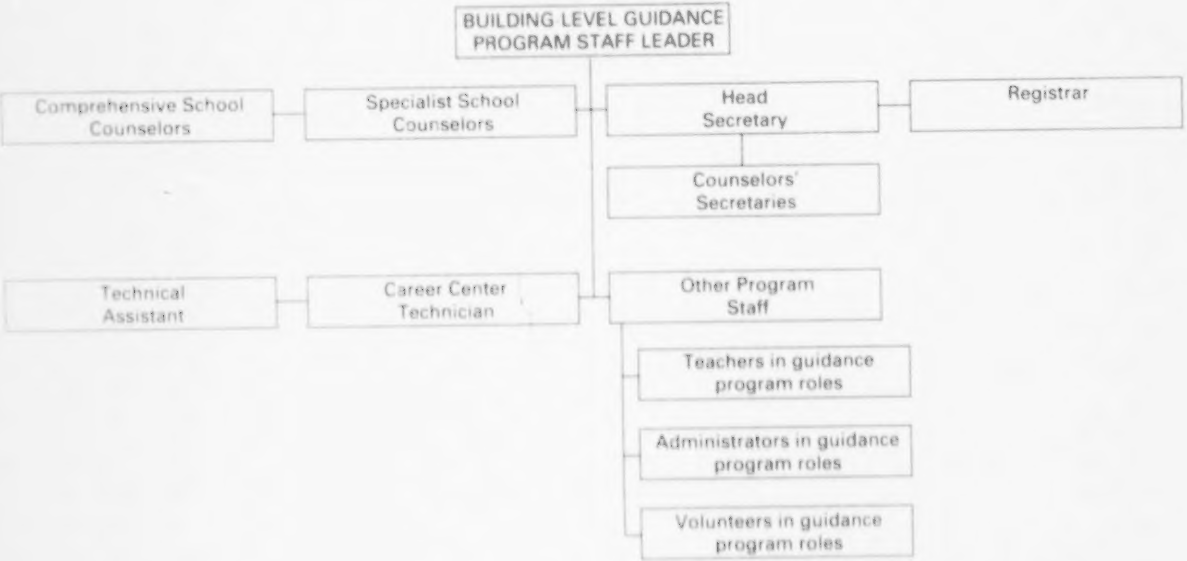

BUILDING LEVEL GUIDANCE PROGRAM STAFF LEADER
Comprehensive School Counselors
Specialist School Counselors
Head Secretary
Registrar
Counselors' Secretaries
Technical Assistant
Career Center Technician
Other Program Staff
Teachers in guidance program roles
Administrators in guidance program roles
Volunteers in guidance program roles

FIGURE 1-5

DISTRICT-LEVEL GUIDANCE DEPARTMENT STRUCTURE

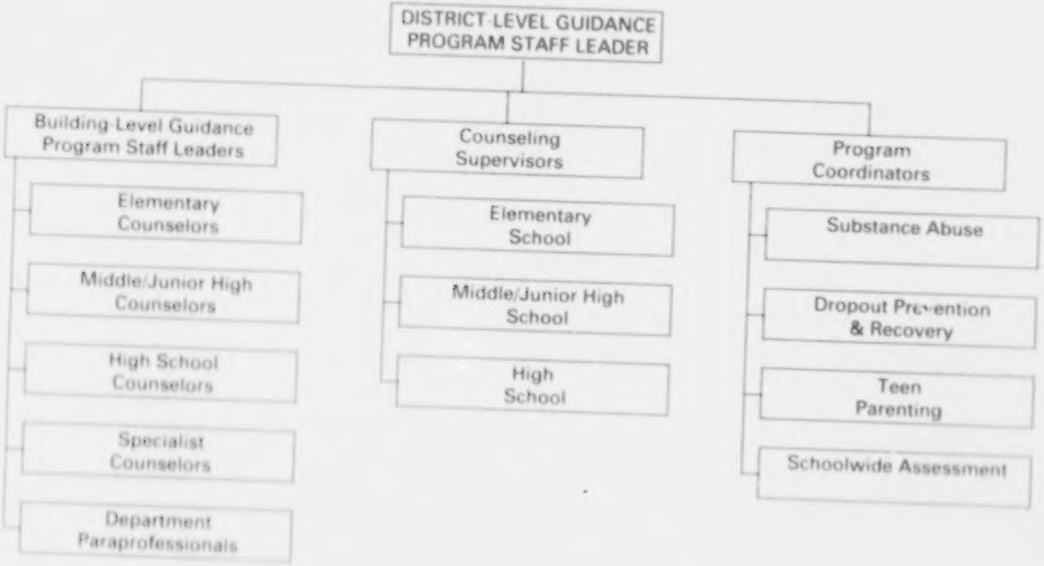

DISTRICT-LEVEL GUIDANCE PROGRAM STAFF LEADER
Building-Level Guidance Program Staff Leaders
Elementary Counselors
Middle/Junior High Counselors
High School Counselors
Specialist Counselors
Department Paraprofessionals
Counseling Supervisors
Elementary School
Middle/Junior High School
High School
Program Coordinators
Substance Abuse
Dropout Prevention & Recovery
Teen Parenting
Schoolwide Assessment

FIGURE 1-6

DISTRICT-LEVEL GUIDANCE-RELATED COMMUNICATION CHANNELS

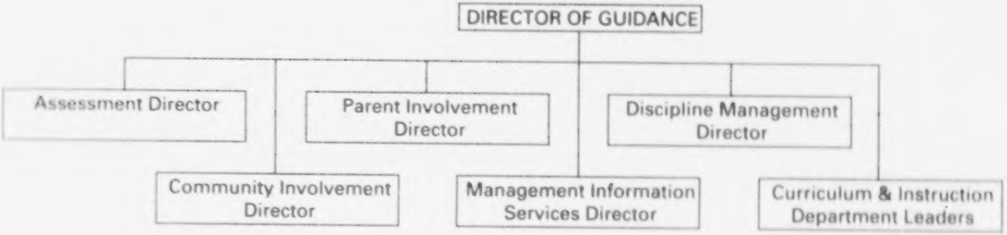

DIRECTOR OF GUIDANCE
Assessment Director
Parent Involvement Director
Discipline Management Director
Community Involvement Director
Management Information Services Director
Curriculum & Instruction Department Leaders

FIGURE 1-7

> and putting into place an evaluation scheme that measures the extent to which the system is working. (p. 211)

With the schooling metaphor changed to the "learning community," Sergiovanni (1992) envisioned

> the primary source of authority for supervision changing from bureaucratic, psychological, and technical-rational to professional and moral. Under these circumstances, external supervision will no longer be needed. It will be replaced by a supervision that comes from within the individual. This supervision will be concerned with promoting a dialogue that makes professional and community values and beliefs explicit. These will then be translated into professional practice standards and informal community norms. (p. 213)

Tailored, personally meaningful supervision will be available to assist individuals in their pursuit of their optimal professional development.

Counseling Supervision

In the counseling profession, clarification of the definitions of what constitutes professional counseling practice will continue. The value of supervision for counselors as they practice their craft is already apparent. Structures for providing it for all practicing counselors will be expanded. Definitions of what constitutes professional supervision practice will be clarified through expansion of the educational and certification requirements.

School Guidance Program Staff Leadership

In school guidance program staff leadership, clarity among the various roles and functions needed to be effective will lead to more efficient assignment of those roles and functions to individuals available to fulfill them; for example, a model for providing the supervision function for school counselors was proposed by Schmidt (1990). He recommended a structure making appropriate use of each leader's specific expertise. He described administrative supervision as provided by the counselor's daily supervisor, the principal; program supervision as provided by the district program supervisor; and clinical and technical supervision as provided by highly trained professional counselors, such as professional school counselor peers, Licensed Professional Counselors, specialists, or counselor educators. Divisions of responsibility along these lines highlight the need for organizational clarity and coordination. Although systems such as this are cumbersome, they provide a model on which to build.

On the other hand, we continue on with our recommendation that, wherever and however possible, all of the staff leadership roles and functions be carried out for individual school counselors by one properly educated, trained, and certified guidance program staff leader. As it is desirable for a school counselor's performance to be a consistent whole, so is it desirable for their leaders to help them in the context of the whole. Guiding school counselors as they make connections and choices between the diverse aspects of their jobs and strive to avoid fragmentation is most focused when done by one formal leader.

Some Final Thoughts and a Look Ahead

From the beginning of efforts to implement guidance in the schools, discussion has been ongoing concerning the nature, structure, position, and leadership of guidance. What should be the focus of guidance? How should guidance be organized and where should it be placed organizationally in the district or school? Who should lead and manage the program and program staff? What titles best identify guidance program leaders? How should supervision be provided to school counselors and other program staff? How should school counselors and other program staff be evaluated?

These and similar questions have been raised repeatedly over the years with a variety of answers being given depending on who was asked the questions. The quotes by Myers (1923), Brewer (1922), Holbrook (1927), Fitch (1936), Layton (1936), Hoyt (1962), Lombana (1977), and Aubrey (1982) provide a sample of responses to these issues found in the literature. It is important to note that most of the responses given over the years were given from the position or role perspective of guidance. There is a person designated as a school counselor—full time, part time, or extra duty—filling a position carrying out certain roles. Now what do we do with this person organizationally? What should they do? Who should lead them?

Once the comprehensive guidance program concept began to take hold in the 1980s and 1990s, however, a new paradigm became available to answer these questions. Now the guidance field has an overall framework, an organizational system that provides direct and specific answers to these questions. What has been ill-defined and fuzzy now can become sharp and clear.

In this chapter, we gave our answers to these questions. The rest of the chapters in the book further delineate our answers. Recommended descriptions of building and district guidance program staff leadership positions, position holders, and their responsibilities are provided in Chapter 2. Chapters 3 through 8 provide description of how these roles and functions are fulfilled effectively and efficiently by building guidance program staff leaders. Chapters 9 and 10 describe how those are best carried out by district guidance program staff leaders.

Chapter 2

The Job of School Guidance Program Staff Leaders at the Building and District Levels

Competencies:
Is committed to the mission of the school and guidance program
Communicates effectively
Applies technical competence
Exercises management power judiciously

THE EVOLUTION OF THE LEADERSHIP historically provided to assist professional school counselors to improve their performance within the guidance program demonstrates that such targeted efforts are valuable to individual professionals as well as to school districts and their students. Although the organizational systems and practices for providing this assistance continue to be erratic, the definition of what these services should include has stabilized. Today these services often include helping school counselors organize for program delivery, relate their program to the total school program, define their roles and responsibilities, perform their jobs at ever-increasing levels of competence and professional commitment, and evaluate their job performance.

School districts have organizational structures that include the designation of individuals to fulfill the administrative, management, supervision, and professional leadership roles for school guidance program staff. Based on the organizational structures recommended as models in Chapter 1, this chapter delineates the job descriptions of building and district guidance program staff leaders. The qualifications they need, the roles they fulfill, the responsibilities they carry out, and the competencies used in the performance of these jobs are outlined. These are then summarized in model position guides.

It is the premise of the staff leadership model presented in this book that, in order for school districts to obtain the most return from their investment in school counselors, those who directly lead the guidance program staff at the building and district levels should be well-educated, trained, and successfully experienced professional school counselors. It may not be economically or organizationally feasible for some school districts to ensure that. In any district, somewhere "up" the organizational chart, a professional school counselor is supervised by a non-school counselor, a generalist administrator, or an administrator responsible for more programs than just the guidance program. Wherever that occurs, it is the district's responsibility to fill the gaps created by the organizational structure through some other means (e.g., contracting with available counseling experts to provide supervision). As specific leadership responsibilities are detailed in each chapter, suggestions are offered as to how school districts without professional school counselors in guidance program staff leadership roles could see that the responsibilities are fulfilled.

Building-Level Guidance Program Staff Leaders

Qualifications

In beginning to address guidance program staff leadership, the American School Counselor Association has undertaken the task of facilitating discussion among individuals currently fulfilling these roles. In these discussions, one group suggested that they

> as a group should be child advocates, initiators, collaborators, able to empower their staff, able to conceptualize the issues, possess good communication skills, accept responsibility for professional issues/initiatives, build rapport, be open to possibilities, take risks, be able to negotiate the system. (American School Counselor Association, 1994, p. 2)

This embryonic job description suggests the range of duties of guidance program staff leaders, and thus the range of qualifications needed to do the job successfully. In this model the leader of the guidance program staff needs to have the orientation, education, training, and experience to administer, manage, supervise, and lead the guidance program staff.

Although "the expert [staff leader] has yet to be described empirically, particularly in terms of their actual behaviors and conceptual skills" (Borders, 1994a, p. 24), needed experiences, personal and professional characteristics, and professional skills can be identified. Differences in orientation between school counselors and school counselor administrators are evident as well. To prepare themselves to carry out the leadership roles, school counselors who become guidance program staff leaders need specialized education and training.

Background Experiences

As with any other leadership position, the broader the relevant background experiences of the leader, the better prepared they are to manage the variety of responsibilities and issues that arise. We endorse the concept that to be effective school counselors, guidance program staff leaders, and school administrators, basic experience as teachers is a prerequisite. Guidance program staff leaders apply their teaching expertise with the staff members.

To be well prepared, guidance program staff leaders need "extensive training and wide experience in counseling" (Borders, 1994a, p. 23). Because the primary staff leadership responsibility is to school counselors, successful *school* counseling experience is also a prerequisite. The current leaders mentioned that guidance program staff leaders should be "knowledgeable of counseling theory, techniques and practices, developmental needs of children, the changing role of the school counselor, educational reform initiatives in addition to being well versed in guidance practices, resources and materials, challenges to school counselor programs, student success and to the profession" (American School Counselor Association, 1994, p. 2). Because the role envisioned is one of helping staff members focus on excellence, we would add that they should be versed in the current standards and trends of the school counseling profession. Finally, the role is one of leadership; thus, applicants for such positions should have benefited from leadership development experiences conducted by professional associations or have had leadership experiences as instructional department heads.

Personal Characteristics

A large percentage of the responsibilities of the job of guidance program staff leaders is carried out through interpersonal relationships. The skills applied rest on the foundation of the guidance program staff leaders' personal traits and interpersonal skills. According to Robyak, Goodyear, and Prange (1987), staff leadership "can be regarded as a complex process that is designed to facilitate change and that involves the formation of an interpersonal relationship of an evaluative nature" (p. 300). Furthermore, guidance staff leaders engage counselors "in interpersonal relationships by displaying sets of personal professional characteristics designed to enhance [their] perceptions of [leaders'] resources" (p. 300). The more that school counselors want what the leader has to offer, the more the latter is able to influence the former in ways that will facilitate change. In fact, "personal traits [coupled with] relationship factors are considered as significant as technical prowess" (Borders, 1994a, p. 23) in staff leadership.

Some of the personal traits identified in successful guidance program staff leaders are "high levels of conceptual functioning" (Borders, 1994a, p. 23), having and maintaining vision and the capacity to engender that in others, being decisive, being fair-minded, and having a sense of humor.

When they are successful, guidance program staff leaders empower their staff members, engender teamwork and collaboration, and otherwise seek to maintain a healthy interpersonal climate within which the work occurs. Borders (1994a) identified as key relationship factors that staff leaders

> are empathic, genuine, open, and flexible. They respect their supervisees as persons and as developing professionals, and are sensitive to individual differences (e.g., gender, race, ethnicity) of supervisees. They also are comfortable with the authority and evaluative functions inherent in the [leadership] role. (p. 23)

Professional Characteristics

Social psychologists tell us that "good leadership requires social influence" (Brehm & Kassin, 1993, p. 604) and that in good leaders "four characteristics [are evident:] charisma, an ability to inspire others, intellectual stimulation, and individualized consideration" (p. 606). To positively influence staff members to continuously improve the program and their performance in it, guidance program staff leaders are models of professionalism for their staff members, demonstrating competence in and commitment to their work.

As competent professionals, their charisma is communicated through upholding the highest practice, performance, and ethical standards of the profession (Borders, 1994a; Upchurch, 1985). They are mature in the profession and provide the intellectual stimulation needed by professionals to inspire creativity and to challenge values and assumptions. They inspire their subordinates through their optimism and enthusiasm for what they do. They believe that they have the power to "make a difference" with students, within the school, and within society. They "have a clear sense of their own strengths and limitations as [leaders], and can identify how their personal traits and interpersonal style may affect the conduct of" leadership practices (Borders, 1994a, p. 23).

Adherence to not only the ethical standards of professional educators and counseling professionals but also those for counseling supervisors (Association for Counselor Education and Supervision, 1993) is critical to effective guidance program staff leadership. They are specially responsible for structuring and maintaining a relationship that "demonstrates ethically appropriate behavior and minimizes the potential negative quality of transference issues" (Upchurch, 1985, p. 93). Given the vulnerability of all participants in these relationships—client, counselor, and staff leader—"and the need for accountability in the provision of counseling services at all levels and under all conditions, it seems that ethical, behavioral guidelines relating to the leadership aspect of treatment are essential" (Upchurch, 1985, p. 93).

As committed professionals, guidance program staff leaders demonstrate strong affiliation with the educational institution and the counseling profession. They continuously pursue their own professional development, as they nurture and motivate professional development of others. They enjoy leadership, are committed to helping the counselors grow, and evidence commitment to the leadership roles by their preparation for and involvement in leadership activities (Borders, 1994a). They consult with the counselors and other guidance program staff leaders as new or difficult challenges arise. In summary, they are reflective, trusted by counselors, "model a self-discovery/growth process, [and] have a passion for what they do" (American School Counselor Association, 1994, p. 2).

Training

In their various roles, guidance program staff leaders work with and through other professionals. Professionals care about their work. To competently fulfill the roles and carry out their responsibilities, guidance program staff leaders must be trained (American School Counselor Association, 1994; Association for Counselor Education and Supervision, 1989; Upchurch, 1985). "These responsibilities require personal and professional maturity accompanied by a broad perspective on counseling that is gained by extensive, supervised counseling experience. Therefore, training for [leadership] generally occurs during advanced graduate study or continuing professional development" (Association for Counselor Education and Supervision, 1989, p. 10).

Being appropriately educated and trained is a matter of ethics (Upchurch, 1985). The ACES "Standards for Counseling Supervisors" (Association for Counselor Education and Supervision, 1989, p. 10) are quite specific:

> Counseling supervision is a distinct field of preparation and practice. Knowledge and competencies necessary for effective performance are acquired through a sequence of training and experience which ordinarily includes the following:
>
> 1. Graduate training in counseling;
> 2. Successful supervised employment as a professional counselor;
> 3. Certification as a National Certified [School] Counselor;
> 4. Certification by a state department of education;
> 5. Graduate training in counseling supervision including didactic courses, seminars, laboratory courses, and supervision practica;
> 6. Continuing educational experiences specific to supervision theory and practice (e.g., conferences, workshops, self-study); and
> 7. Research activities related to supervision theory and practice.

Much of the content of such leadership training is outlined in the "Curriculum Guide for Training Counseling Supervisors" (Borders et al., 1991). Seven core content areas are detailed: models of supervision; counselor development; supervision methods and techniques; the supervisory relationship; ethical, legal, and professional regulatory issues; evaluation; and executive (administrative) skills. A detailed example of training needed to fulfill the responsibilities is provided in Chapter 10.

Requirements for certification in educational supervision are more subject-matter oriented. The Association for Supervision and Curriculum Development (Pajak, 1989) recommends including such content areas as communication, staff development, instructional program, planning and change, organizing and motivating, observation and conferencing, curriculum, problem solving and decision making, service to teachers, personal development, community relations, and research and program evaluation.

At this time in the development of the counseling profession, requirements and designed training experiences for preparing school counselors to lead other school counselors, at either the building or the district levels, are not readily available (Henderson, 1994a, p. 36). Individuals wanting to prepare themselves appropriately pursue their own educational paths by taking coursework from educators of leaders in other settings (e.g., of mental health counselor supervisors or of educational supervisors and administrators). They usually have to transfer their learnings on their own or with the mentorship of someone who has already been practicing school guidance program staff leadership. Some larger school districts, like Northside Independent School District, offer training for their entry-level building guidance program staff leaders.

The competencies needed by guidance program staff leaders to fulfill the roles and responsibilities in the model described in this book are identified in the Preface. A quick review of them will show that although many of them are related to counseling and teaching skills, the applications are diverse and complex. Not only is preservice education and training recommended for guidance program staff leaders, but continuous, in-service professional development is also a necessity.

Basis of Staff Leadership

As stated above, effective leadership applies a social influence process. Two conditions are needed for social influence to occur. First, leaders must establish their power as resources capable of meeting the perceived needs of their followers. Second, they use this power to influence their followers toward desired changes (Carey, Williams, & Wells, 1988, p. 130). To be effective, guidance program staff leaders must demonstrate to school counselors and other staff members that they have the power necessary to carry out their responsibilities. Power stems from a variety of sources: legitimate, information, coercive, connection, expert, and referent (Hersey & Natemeyer, 1979; Robyak et al., 1987). Building guidance program staff leaders have support for their power from building administrators and from district guidance program staff leaders.

Legitimate Power

Legitimate power is associated with an individual's position in the organization and is the result of delegated power from the principal and the superintendent or school board. The principal's degree of confidence in the guidance program staff leader is signaled to the counseling and teaching staff. It is, therefore, imperative to maintain a high degree of trust between the principal and the guidance leader. In fact, the higher the degree of trust, the more powerful the guidance program staff leader is in the building. This legitimate power is used to assist staff members to be accountable in their work. It supports—and is often strengthened by—delegation of the guidance department's responsibilities.

Information Power

Having current and needed information and sharing it with staff members indicate that guidance program staff leaders are trusted by the organization and are trustworthy for the subordinates. Professionals are empowered by knowing about and having input into decisions that affect their work life. Guidance program staff leaders are pipelines for giving and receiving information from the administration, from the other faculty leaders, and from the district regarding guidance program issues. (Gossiping should not be confused with providing information.)

Coercive Power

Coercive power rests on the fear of staff members that guidance program staff leaders may impose negative consequences on them. Staff leaders are the evaluators of staff members, and negative evaluations bring negative consequences. Indeed, termination of employment may result from a bad evaluation. Other sanctions are applicable as well, in such forms as less desirable assignments or, for highly motivated professionals, lack of recognition or appreciation. Good guidance program staff leaders are aware that these fears exist in the staff members and are sensitive in their use of this power source. In most situations it is the power of last resort, saved for the insubordinate and the unprofessional!

Connection Power

Some of guidance program staff leaders' power stems from connection with people who are influential in the organization and who have some control over the program and staff members. Connection power should be related to legitimate power, but sometimes it is not. It sometimes provides opportunities for accomplishing goals through channels other than through the established "chain of command." Individuals feel more empowered when they have alternative routes for achieving important goals. If the immediate administrator is not helpful, recourse should be available. The district guidance program staff leader provides this connection as well. Being politically astute and appropriately active provide opportunities for leaders to enhance their program and working conditions.

Expert Power

Particularly valuable to guidance program staff leaders as a power source is that based on professional expertise: skills, knowledge, confidence, and rationality. Being technically skilled in counseling and supervision not only is imperative to the conduct of their responsibilities but also provides the basis for commanding the respect of the staff members. The expertise needed for effective guidance program staff leadership is clearly outlined in the ACES "Standards for Counseling Supervisors" (Association for Counselor Education and Supervision, 1989). The standards state that staff leaders of counselors are effective counselors; know the ethical, legal, and regulatory aspects of the profession; and understand the counselor development process and the dynamics of supervisory relationships. They know how to conceptualize and manage cases, use a wide repertoire of supervision methods and techniques, assess and evaluate clients, report orally and in writing, evaluate counseling performance, and conduct research in counseling and counselor supervision.

In addition, guidance program staff leaders are able to communicate this knowledge to staff members. Because of the complexity of the guidance program and the staff makeup, leaders also apply organizational skills. Because of the nature of their responsibilities, much of the staff leaders' time is spent in problem solving. They demonstrate expertise in these basic skills as well.

Referent Power

Referent power is based on interpersonal attractiveness, on the school counselors' perception that they share such commonalities with their leaders as values, attitudes, opinions, and experiences. The personal and professional background, experiences, and personal traits described in the previous section of this chapter support this power source. Being cognizant of one's own leadership style and being able to match styles with situations and with individuals are the most effective ways to lead (Brehm & Kassin, 1993, p. 607). Attracting staff members to adhere to one's leadership is more effective than trying to force their adherence.

Reward Power

The guidance program staff leader's capacity to reward staff members is also a source of power. No matter how altruistic they are, people work for money. Thus, the primary reward in the workplace is salary. For better or worse, in school districts, monetary rewards are not often at the discretion of building guidance program staff leaders and may only partially be in the hands of district guidance program staff leaders. There are, however, other rewards associated with work, such as "Achievement (what you believe you did), Recognition (what others think you did), Work itself (what you really do), Responsibility (what you help others do), Advancement (what you think you can do), Growth (what you believe you might do)" (Hurst, 1984, p. 84). The power of these rewards cannot be overlooked.

Some research demonstrates that guidance program staff leaders' power and ability to influence counselors are related to their expertness, attractiveness, and trustworthiness (Carey et al., 1988; Schiavone & Jessell, 1988). Other research tells us that the main sources of leaders' "influence are expert, referent, and legitimate power" (Robyak et al., 1987, p. 300). Social psychology literature tells us that effective leaders use the various power sources at their disposal as best fits a particular situation and the needs of each staff member. Ideally guidance program staff leaders have each of these and use them wisely in nurturing the motivation of each staff member toward excellent program implementation and optimal professional development. (This is discussed more fully in Chapter 6.)

As power can be maximized through comfort with its judicious use, so can it be eroded by unwise use. Conventional wisdom tells us that quick ways to lose followers are by making threats or promises that cannot be kept, treating everyone the same regardless of their differences, not establishing power early in a relationship, not helping others to mature, or punishing others undeservedly. Some research indicates that the "legitimacy of the supervisor role may be undermined by a display of inexpertness" (Schiavone & Jessell, 1988, p. 40). Thus, using the professional skills necessary to fulfill administrative, supervisory, management, and professional leadership roles competently is critical.

Differences Between School Counselors and Guidance Program Staff Leaders

While guidance program staff leaders may have expertise as professional school counselors, there are salient differences in orientation and responsibility between school counselors and individuals with responsibility to administer, supervise, manage, and lead guidance program staff members. Kaplan (1995) identified some of the differences in the paradigms of counselors and administrators. "Generally speaking, the principals' model is responsibility comprehensive, learning focused, group centered, and action-and-concrete results oriented. In broad terms, the counselors' model is more responsibility limited, mental health focused, individual centered, and process oriented" (pp. 265–266). What is true for principals is true to some degree for guidance program staff leaders.

Whereas school counselors do many of the following on their own behalf and with their students, staff leaders' responsibilities are more comprehensive. It is clear that responsibilities are added for each of the members of the guidance program staff and their students and parents, as well as for the other members of the school staff. Although they may have their own student caseloads, guidance program staff leaders work more with adults than with students. Their work with staff members mandates different competencies. They have more consultant and program management responsibilities.

With expanded power comes responsibility to assist in problem solving at the building level rather than with a few individuals at a time. They consider the implications of their decisions and actions on all students rather than advocate for individual students. With their perspective broadened beyond the counseling office, guidance program staff leaders anticipate the impact of the guidance department's decisions on all the school's departments.

They manage loyalties that are sometimes divided between the guidance office and the school building. Often as individual staff members, even professional counselors fall into the "we" versus "they" mentality. Guidance program staff leaders must not only avoid this thinking, but must also struggle against it in their staff members. Sometimes the singularity of their position in a building is quite lonely. Picking the right role models and networking take leaders outside of their buildings for collegial support.

Although school counselors also take the responsibility seriously of removing barriers to their students' learning, their focus is on improving their students' mental health. Guidance program staff leaders add the perspective of advocating for the total mission of the school: educating the students. Their focus shifts from individual or group tasks to organizational goals. They also balance their counseling and administrative skills while striving to maintain technical, counseling proficiency. They apply their counseling skills to different situations, for example, managing and helping staff members manage change and conducting meetings that entail a different application of group process skills.

Although guidance program staff leaders share the action-and-concrete results orientation of other administrators, they at the same time have less direct control over the entire building than do principals. With the results orientation comes the need to make decisions and be judgmental, and to take higher levels of risks associated with causing systemic change. Because much of their work is indirectly related to students, they savor rewards that are often more indirect than those from direct service. Furthermore, achieving broader goals takes more time than achieving smaller ones; thus, perseverance is called for and gratification often is delayed. Working through the authority of others requires increased use of assertion skills and emphasis on the advocacy role. With their staff members, they learn to manage dilemmas posed by issues of relationship, achievement, and organization. To achieve the results desired by those outside of the guidance department, guidance program staff leaders shift from seeking the perfect solution (as technicians are wont to do) to accepting workable solutions (as managers must do). Learning to compromise and to delegate without anxiety is critical.

Leadership Roles

Building and district guidance program staff leaders fulfill four roles: administration, supervision, management, and professional leadership. These roles are colored and textured by the contexts within which they are fulfilled, the content that is applied to them by the leader, and the power bases that support them.

Administration

In the administrative role, guidance program staff leaders have primary responsibility for and authority over the program and the staff. They establish systems for accountability of staff members, help them organize and implement the program, and evaluate the program's effectiveness and the quality of staff members' performance. Not only do they ensure the implementation of the designed program, but they also ensure its appropriateness within the context of the school building and district.

Some of guidance program staff leaders' administrative authority stems from both legitimate and coercive power bases. They have authority delegated to them by principals and district guidance program staff leaders. They evaluate counselors' performance, and, as a result, they recommend contract status, probation, and tenure. In some systems they determine the recipients and nonrecipients of merit pay. In the administrative role, they apply the content and standards identified in the ACES standards (Association for Counselor Education and Supervision, 1989) and curriculum (Borders et al., 1991) as ethical, legal, and professional regulatory standards and issues; evaluation of counseling performance; and executive (administrative) skills.

Supervision

In the supervision role, guidance program staff leaders assist their staff members to continuously learn new ways to improve their job performance, that is, their professional skills, the currency of their knowledge and information, and their work habits. Meaningful supervision is the result of firsthand observation and directly communicated feedback. It involves helping staff members increase their competence in carrying out their jobs in the guidance program by conducting supervision as outlined in a district's performance improvement system. It is carried out in ways that are comparable with supervision provided by other department leaders for the members of their professional staffs.

Guidance program staff leaders' authority for providing supervision stems from their legitimate power as the designated leader of the department and from their expertise power as experienced and highly competent professional school counselors. In the supervision role, they apply the content and standards identified in the ACES standards (1989) and curriculum (Borders et al., 1991) as being effective counselors, practicing a cogent model of supervision, using a wide repertoire of supervision methods and techniques, conceptualizing and managing cases, and assessing and evaluating clients.

Management

In the management role, guidance program staff leaders ensure the efficient use of the resources appropriated to the program. These resources include information provided through the administrative and other staff channels, materials, equipment, and budget appropriated to the department, and the talent and time of staff members. It includes governing and controlling other staff members to ensure that department goals and objectives are accomplished. In this role, guidance program leaders ensure the maintenance of the program and at least the minimum functioning of each staff member. They are the conduit for the school district, the school building, and the department.

Guidance program staff leaders' management authority is enhanced by their power to allocate resources. Coercive power is inherent in the management role in the enforcement of attainment of at least minimum program and performance standards. In the management role, they apply the content and standards identified in the ACES standards (1989) and curriculum (Borders et al., 1991) as oral and written reporting and recording.

Professional Leadership

Although we agree that "Leadership is not a role you play, the way actors play roles, but a particular way of being yourself" (A. Ellis & Macrina, 1994, p. 12), in the leadership role, guidance program staff leaders influence the behaviors of their staff members in such ways that not only their competence but also their commitment to the program, to the school, and to their profession are enhanced.

Guidance program staff leaders' referent power supports their leadership role. In this role, they apply the content and standards identified in the ACES standards (1989) and curriculum (Borders et al., 1991) as understanding counselor development, supervisor development, and the supervisory relationship. As leaders in the profession, they apply the content of using and conducting research in school counseling, education, and school counseling supervision.

Contexts of Staff Leadership

In Northside Independent School District, building-level guidance program staff leaders' responsibilities are summarized in the District's *Comprehensive Guidance Program Framework* (Northside Independent School District, 1994). They

> are accountable for the program and its priorities. . . . They are the administrators of the campus comprehensive guidance programs and the varied guidance program elements that are available on their campus. Head Counselors lead the planning, designing, implementation and evaluation of the programs, and supervise guidance program support personnel. They manage and enhance the professionalism of the professional counseling staff through the components of the *Counselor Performance Improvement System*: job definition, supervision, performance evaluation and professional development. They contribute to continued development of the District-wide program and collaborate with campus administrators to contribute to the total school program. (p. 92)

Three contexts within which the guidance program staff leaders carry out their responsibilities are identified: the comprehensive guidance program, the school counselor performance improvement system, and the school building and district.

Context of the Comprehensive Guidance Program

Increasingly school counselors and guidance program staff leaders implement defined guidance programs. The program model we recommend is the comprehensive guidance program, as fully described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994). In this context, guidance program staff leaders work with and through staff members to implement the program and to improve the program continuously through the program development process.

Comprehensive guidance programs are defined as being based on clearly stated rationale and assumptions and as having established the content outcomes addressed through program activities. The activities are grouped according to four delivery-system components: guidance curriculum, individual planning system, responsive services, and system support. The resources needed to implement the program as designed are provided or the program is redesigned to match the resources available. Key to the continuous improvement of the program is ongoing planning, designing, and evaluating of the implemented program.

School guidance program leaders work to empower school counselors and other guidance department staff members to ensure effective program implementation by promoting continuous program improvement, fine-tuning the program and its activities, organizing for program implementation, implementing program activities, and evaluating the activities and the program as a whole. The activities and tasks involved in their work with staff in this context are more fully described in Chapter 3.

Context of the School Counselor Performance Improvement System

The performance improvement system (as introduced in *Developing and Managing Your School Guidance Program*) has four facets that are more fully described in subsequent chapters of the current book. The system includes the activities associated with defining job roles, nurturing professional development, providing supervision, and evaluating the performance of the professional school counselors, paraprofessionals, and related professional staff members. These facets are interrelated. Supervision and evaluation target individuals' work within their job descriptions and give focus to resources spent in professional development. Although each activity can be done as often as either a building guidance program staff leader or a staff member wishes, all four sets of activities should occur at least once a year. Defining job roles generally occurs at the beginning of the year, supervision and pursuit of professional development occur throughout the year. Summative evaluations are made at the end of the year. It is the guidance program staff leaders' responsibility not only to understand and carry out the system but also to help their subordinates understand it and make best use of the information provided within the system.

To promote maximum use of school counselors' professional competence, guidance program staff leaders establish and maintain nurturing interpersonal climates, collaborate with counselor educators, select staff members, orient them, assign their responsibilities, and differentiate clearly each staff member's job responsibilities. They model high levels of professionalism and continuously pursue their own professional development. The activities and tasks involved in these responsibilities are more fully described in Chapter 5.

Building guidance program staff leaders nurture individual counselors to strive for optimal competence and professional commitment. Chapter 6 describes a paradigm for helping determine the professionalism level of each staff member, as well as the appropriate guidance program staff leaders' responses to enhance individuals' motivation and to meet each school counselor's professional development needs.

To assist professional school counselors enhance the quality of their performance, building guidance program staff leaders provide three varieties of supervision: clinical, developmental, and administrative. In supervising the paraprofessional staff, leaders establish appropriate qualifications for and descriptions of their jobs, relate with them effectively by using effective supervision strategies, and respond to their issues sensitively. Guidance program staff leaders collaborate with the supervisors of related professionals who participate in the guidance program (i.e., with the instructional supervisors of teachers, with the principal regarding the co-administrators, and with other specialists' supervisors as appropriate). The related activities and tasks are detailed in Chapter 7.

The centerpiece of a performance improvement system is the summative evaluation of school counselors' performance. Appropriate procedures for justly determining the evaluation include clarifying the standards on which evaluative judgments are based and gathering sufficient and relevant data to support those judgments. Because the purpose of evaluation is to focus improvement efforts, guidance program staff leaders and staff members use this information to develop recommendations and action plans for the future. The activities associated with appropriate performance evaluation are described in Chapter 8.

Context of the School Building and District

The points are made in Chapter 1 that school counselors' needs for leadership are the same regardless of the size of the guidance department or the building, and that variations in organizational structure are a matter of size and numbers, not necessarily a function of school levels (i.e., elementary, middle, or high school). Thus, the functions of guidance program staff leaders may be fulfilled directly by an individual in the same building as the school counselors, in a related grouping of buildings, or in the central office of the school district.

Each school building operates in the context of the total school district. Thus, building guidance departments and staff members work under the umbrella of district guidance programs, in relationships with counselors from other buildings, and within the responsibility of district guidance department leaders. Building leaders are the link in this relationship. They provide input to the district and bring information from the larger perspective to the building. Part of the evaluation of both the program and their performance is fed in from the district level. Working collaboratively across building lines and in a mutually supportive relationship with district program leaders enhances their work in the buildings.

Whatever the local-level organizational pattern is, building guidance program staff leaders have the responsibility to advocate with others outside of the guidance department to ensure effective guidance program implementation, appropriate use of professional school counselors' time and talent, and fair treatment of individual staff members by related staff. These responsibilities require the application of communication, consultation, and political skills with others in the school and parent communities and in communities outside the building (including the media, business and labor, mental health, professional counseling, and political communities). Their functions in this context are more fully described in Chapter 4.

Competencies

As we enter the twenty-first century, we are in an era of professionalization in both the education and counseling professions. Core competencies are being clarified not only for students at all levels (elementary school through graduate school) but also for working professionals: teachers, counselors, and administrators. Building and district guidance program staff leaders draw on skills from each of these related professions. The basic competencies are listed in the Preface. Their applications are described in Chapters 3 through 10.

Position Guide

The purpose of a position guide is to outline succinctly the expectations for anyone holding a position with the title specified. Such guides have six parts: title, primary job function, major job responsibilities, illustrative duties or competencies, organizational relationships, and performance standards (Gysbers & Henderson, 1994). It is different from a job description in that it applies to all of the people who hold positions with that title, whereas a job description is specific to a particular job. The position guide below applies to all of the building guidance program staff leaders in a school district, whether in high, middle, or elementary schools. The specific job description that applies to the person in this position in any one guidance department may vary from one building to another. For example, high school guidance program staff leaders' job descriptions differ from that of middle school guidance leaders, and job descriptions of a staff leader over several elementary schools would again differ.

EXAMPLE POSITION GUIDE

Title: Building Guidance Program Staff Leader

Primary job function: To ensure provision to the school's students a high-quality, comprehensive guidance program through effective performance of building-based guidance department staff members.

Major job responsibilities: To administer, supervise, manage, and lead guidance program development and implementation, and staff development and evaluation, and to advocate on behalf of the guidance program and staff with the school and district community.

Illustrative duties: Fulfillment of these responsibilities includes accomplishing tasks to help staff members organize for program delivery, establish the intra- and interprofessional relationship climate needed to nurture professional development, provide sufficient staff and other resources to deliver the designed program, advocate for the program and the staff members within the broader context of the school and school system, define staff members' roles, orient them to the system, describe the job of each staff member, arrange for in-service education, provide supervision, evaluate their performance fairly, and continue their own professional development.

Organizational relationships: Is supervised by the Building Principal and the District Guidance Program Staff Leader; supervises and evaluates school counselors and other Guidance Department staff members; works collaboratively with other building department leaders and with district guidance department staff members; and works cooperatively with other building and district staff members.

Performance standards: Is considered satisfactory when the Building Principal and the District Guidance Program Staff Leader concur and (a) the individual's level of professional competence and commitment is reflected as such on the Guidance Program Staff Leader Evaluation Form, (b) the evaluation of the building guidance program indicates overall effectiveness of the program, and (c) Program Improvement and Professionalism Enhancement Goals are set, implemented, and assessed satisfactorily.

District-Level Guidance Program Staff Leaders

The qualifications, leadership bases, roles, context and responsibilities, and competencies of building guidance program staff leaders provide the basis for those of district-level guidance program staff leaders. District leaders fulfill administrative, supervisory, management, and leadership roles with building leaders, school counselors, and other guidance program staff members. As with building leaders, their staff-related responsibilities occur in the contexts of the guidance program, the counselor performance improvement system, and the buildings and district.

The differences in the two positions are the result of the added complexity, scope, and impact of district-level position holders. By their position at the district level, they work with more people in more settings and have expanded influence over guidance program implementation in the buildings, across the district, and in relation to other programs than do the building leaders. Although both sets of guidance program staff leaders spend much of their resources on leadership and problem solving, district leaders' decisions and actions have broader impact and affect more people in more situations.

In large school districts, there is often more than one district-level guidance program staff member (e.g., one guidance program staff leader with subordinates responsible for groups of buildings or counselors). The subordinate district guidance program staff leaders are often assigned by level (e.g., all elementary schools, all middle schools, or all high schools). Sometimes they are assigned to schools of multiple levels clustered within a geographical area or region. In medium-sized districts, one guidance program staff leader often has responsibility for the program districtwide and for all school counselors. In small districts, one of the building school counselors—often a high school counselor—may be assigned as the leader of all the counselors.

District guidance program staff leaders work with a larger number of staff members than do building leaders. Increasing the diversity of the staff adds to the diversity of the issues and concerns raised, as well as increasing the challenges of bringing about program and performance improvements. They may work with a large number of people, but the depth of these relationships is less than those who work directly with individuals on a daily basis. Their support system is small.

They share responsibility for guidance program and staff effectiveness with more than one building, increasing the complexity of their work. Often they work with buildings of more than one level, increasing the numbers and variations of the application of their expertise. They have to be, for example, helpful to elementary counselors who are working with suicidal children, as well as to high school counselors working with suicidal adolescents.

Although district guidance program staff leaders work with more people, they work more independently than do building leaders. Because their power is delegated from superintendents or chief executive officers of school districts, they are more autonomous than building leaders, who are, in fact, *under* their leadership. With a higher level of systemic-based authority entrusted to them, they take more initiative. Their proximity to the top of the organization provides them more information about the potentialities and decisions being anticipated by the system, usually pertaining to budget and to politics. In these situations, they work within more ambiguity than do building leaders.

In contrast to building guidance program staff leaders and school counselors whose primary clients are the students, their parents and teachers, and the instructional department heads, the primary "clients" of district leaders are school guidance program staff leaders, school counselors, and other guidance program staff members. They work with and through building guidance program staff leaders and with building principals. In districts that do not designate a school counselor as the building guidance program staff leader, the district leader works directly with the principal in managing the guidance program. Occasionally, primary clients of building-level leaders come to the district level with problems or concerns about the building-level leader. These clients are often highly emotional or faced with an unusually complicated problem. The opportunities for district leaders to work with students are rare. In large districts, the opportunities to work with teachers and even nonleader counselors may be occasional.

As the conduit for students receiving special services and for special programs accessing students, the guidance program is in a central position in the building and district. At the building level, guidance program staff members work collaboratively with special program and services colleagues from both in and outside the school district to implement their responsibilities efficiently. The district guidance program staff leader collaborates with district leaders of other programs to define policies and procedures for implementation that will serve both programs well. Their work in the development of these policies and procedures has far-reaching impact. It also often calls for compromise.

Qualifications

The broadness, complexity, diversity, and impact of the job of district guidance program staff leaders dictate that their background experiences, personal and professional characteristics, and training requirements be more extensive than those of building leaders.

Background Experiences

Conventional wisdom supports the notion that the more experience one has in a role and setting, the richer one's understanding of circumstances, the finer one's sensitivity to issues, and the keener one's judgment. Thus, it is best when district guidance program staff leaders have had several years of experience as building guidance program staff leaders. That experience should have been built on at least 3 years successful school teaching experience and 5 years successful school counseling experience.

A minimum of 3 years successful building guidance program staff leadership experience provides at least a baseline of experience on which to draw. District leaders not only lead the continuous development of the guidance program but are also responsible for solving the thorniest client problems that are presented within it. They lead and nurture school counselors' performance in implementing the program and work with the leaders among them. Furthermore, they are ultimately responsible for addressing issues posed by the most problematic staff members. The experiences of managing this diversity of responsibilities in a single building provide insights as new district leaders learn to manage responsibilities across multiple buildings. During their building-level experiences, district leaders have defined and practiced a staff leadership model that works for them. They, then, are able to adapt that model to fit the augmented responsibilities at the district level.

Personal Characteristics

As described earlier, effective interpersonal skills are essential to most educational leadership positions, as most of their work is done with and through other people. The expanded scope and complexity of district guidance program staff leaders' work adds more people with more diverse personal and professional backgrounds to work with than that of the building leaders. They establish the districtwide interpersonal climate for the guidance department. The more effective their interpersonal skills, they more effective they will be.

With their work being in a broader context, district leaders have broad vision. Their conceptualization of the guidance program and staff members' performance is far-reaching. Their open-mindedness to new ideas and differences in individuals is unlimited. They are charged to improve a bigger piece of the world than are building leaders.

With their work being more isolated from other counseling colleagues and providing less opportunity for in-depth working relationships, district leaders must rely on themselves more for professional renewal and for the motivation required to initiate needed work. In other words, they must be self-starters. They must also be sensitive to the danger of getting out of touch with the basic work of the program—counselors helping students develop—and must devise ways to overcome this, as discussed more fully in Chapter 9.

Professional Characteristics

In social influence terms, district leaders' spheres of influence are larger and more diverse than those of the building leaders. To be effective, they have to be perceived as having the expanded resources that the larger group of "followers" want in order to influence them. Their charisma has to "work" with widely divergent groups, as does their ability to stimulate the intellects of their subordinates. Their professional vision has to be meaningful so as to inspire a larger group of "others" and, at the same time, provide individualized consideration for them. They model the highest levels of professionalism. Their competence as counselors and as administrators, as well as their commitment to both the school counseling and educational administration professions, should be clear to their subordinates, colleagues, and "superordinates."

Training

In addition to the counseling and leadership education and training required for building leaders, district leaders need to be trained and certified as school administrators. Administrative training adds to supervision training such management topics as law, finance, facilities construction, maintenance and utilization, curriculum development, special programs administration, organizational development and internal structuring, food services, and insurance. Given the prerequisites of the master's degree in school counseling, the postmaster's certification in program and staff leadership, as well as the additional training in educational administration, may entail a doctorate in educational administration with an emphasis in guidance.

Basis of Staff Leadership

The sources of power identified previously for building leaders hold true for district leaders as well. They have legitimate, resource, coercive, connection, expertise, referent, and reward powers. A primary difference is that district leaders draw their authority from the superintendent and, as such, are nearer the top of the school system.

Legitimate Power

Based on their position in the organization, their legitimate power is considerable. They are entrusted to oversee the effectiveness and efficiency of the total guidance program and all of the program's staff members. The superintendent's degree of confidence in the leader is signaled to the counseling and administrative staff members. It is, therefore, imperative to maintain a high degree of trust with the superintendent. In fact, the higher the degree of trust, the more powerful the district leader is. In administering the guidance program in the district, district leaders have as much power as they want to take over the program and staff. Within the district, the power and influence capacity of the district and building guidance program leaders are inextricably intertwined. The district guidance program staff leader's legitimate power is often strengthened by inclusion of building leaders in the development of guidance policies and decisions.

Resource Power

One of the primary responsibilities of district guidance program staff leaders is the acquisition and disbursement of the department's resources. For example, standard jobs for district guidance leaders include the development of the budget requests that support staff allocations and program materials purchases. Because they are closer to the source of system policy decisions and events that affect all of the buildings, they have authoritative sources of information that affect the work lives of guidance program staff members. These leaders are the pipeline for giving and receiving information from the top administration, from the other administrative leaders, and from the school board regarding guidance program issues. They are also the facilitators of information sharing among the staff members from all of the buildings.

Coercive Power

District leaders typically are the final authority in leveling negative consequences on insubordinate or unprofessional employees. As such their coercive power is strong. Because they are the final authority over the program as well, building staff members, for the range of reasons described above, are often somewhat fearful of the system leaders. They fear professional consequences, the application of sanctions, and whatever might result from not pleasing the district leader, whom many staff members do not know well. Lack of familiarity can beget insufficient trust.

Connection Power

District guidance program staff leaders are officially connected with the people who are most influential in the organization: senior administrators, the superintendent, and the school board. Furthermore, they are connected to the guidance program staff members in every building. They are in the center of quite a network of other mid-management program administrators and parent and community leaders. Maintaining the quality of those connections enhances the leaders' ability to influence others on behalf of the program and staff members.

Expert Power

As mentioned above, district guidance program leaders have more depth and breadth of guidance-program-related experience. Their professional expertise, maturity, and commitment provides the basis for commanding the respect of the staff members, particularly the building leaders and administrators with whom they work directly. Their professional expertise, however, must also be apparent to individual program staff members so that there is widespread trust in their leadership.

Referent Power

Their referent power is particularly critical as the basis of their relationships with other leaders with whom they work. The number and diversity of the colleagues with whom they share leadership responsibilities have been described. It is conventional administrative wisdom that more is done through positive relationships than through mandated collaboration.

Reward Power

District guidance program staff leaders' capacity to reward staff members is a major source of power. They are in position to advocate for enhanced salary, benefits, and working conditions for staff members. Because of their more visible position, they also provide more visible recognition for exemplary staff performances. They have broad responsibilities to delegate, to promote employees for advancements, and to provide professional growth opportunities.

With the wide sphere of influence attendant to their jobs, district guidance program staff leaders have the potential of wielding a lot of power. The clearer the system defines their roles and responsibilities, the better they can use this power to ensure high-quality guidance programs for students.

Leadership Roles

As previously detailed, district guidance program staff leaders fulfill roles similar to, yet different from, those of the building guidance program staff leaders. They administer, supervise, manage, and lead the guidance program and its staff members. The bases of their power and the competencies they apply are similar to those of the building leaders. Basically, they fulfill the various roles to ensure that the guidance program in the district is of the highest quality possible given the resources available, as well as to ensure that staff members are performing at optimum levels of professionalism. They strive to move the state-of-the-art forward in their school district and buildings and to solve problems that are obstacles to this progress.

The differences are caused by the difference in their position in the school district. The "clients" they serve, the setting they work in, and their sphere of influence differ. District leaders lead building leaders. They establish systems to enhance guidance program implementation districtwide. They work for systemic changes that will cause all of the buildings in the district to better meet the guidance needs of students. On Kaplan's (1995) spectrum of professional practice models, district leaders are closer to the administrator end than the counselor end than are the building leaders.

Administration

In the administrative role, district guidance program staff leaders establish systems for the buildings to use to assure the accountability of their work, to develop and evaluate their programs, and to assist staff members improve their performance through meaningful evaluation systems. In worst-case scenarios, they collaborate with and support building guidance program staff leaders and administrators' efforts regarding staff members who are incompetent. As at the building level, the most support for this role comes from their legitimate and coercive power bases.

They apply and help building leaders apply the content and competencies associated with the ethical, legal, and regulatory aspects of the profession. They develop these for the districtwide guidance program. They interpret and help others interpret professional standards. They evaluate the performance of their subordinate program leaders. They have well-honed use of administrative skills and help building leaders do the same.

Supervision

In the supervision role, district guidance program staff leaders supervise building guidance program staff leaders' fulfillment of their administrative, supervision, management, and professional leadership roles. They design, monitor, and evaluate the implementation of the system for supervising the professional school counselors and other members of the guidance program staff. In this role, they rely on their legitimate, expert, and reward power bases.

They apply the content and competencies associated with being effective counselors, applying a cogent model of supervision to the supervision of supervisors as well as to counselors with special needs, using a wide repertoire of supervision methods and techniques, conceptualizing and managing a wide range of cases, and assessing and evaluating not only students but also staff members.

Management

In the management role, district guidance program staff leaders acquire and appropriate resources. They develop budgets and systems for building budget development. They establish systems for materials acquisition and development. Establishing and using effective communication channels is a key element of the management role, as is having mechanisms for governing program implementation. It is in this role that systems for monitoring building programs are developed, as well as the districtwide program to ensure maintenance of at least minimum standards of the program and of the staff members' performance. This role is supported by the power base of having control of the resources, including information, funding, and facilities.

In the management role, district guidance program staff leaders apply the content and competencies associated with the writing of policies, standards, regulations, and procedures and those associated with the allocation of resources. In applying these competencies, they institutionalize the details that maintain the quality of the guidance program districtwide.

Professional Leadership

In the professional leadership role, district guidance program staff leaders inspire staff members to strive for the highest levels of professionalism. They influence them to enhance their levels of competence in program implementation and of their commitment to work, the district, and their profession. Through modeling and intellectual challenge, they encourage others to "get out of their boxes," to take risks in skill application, and to become professional leaders. The challenge to district leaders in this role is the often-large number of "followers," as well as the distance between the district office and the buildings. This role is energizing for many experienced leaders as they nurture the development of the building leaders and because new leaders emerge as this role is fulfilled. The district guidance program staff leader's professional personality provides the referent power that supports this role. Connections with professional leaders in and out of the district also enhance it.

In the leadership role, district guidance program staff leaders apply such content as understanding counselor and supervisor development. It is key to this role that leaders consider, as much as feasible, the individual needs and differences of their developing leaders. They also are cognizant of their own professional development as well as that of the other leaders, and they continue development of their own competence in building effective supervisory relationships. As leaders in the profession, they apply the content of using and conducting research in both school counseling and school counseling supervision.

Contexts and Responsibilities

District guidance program staff leaders carry out their responsibilities in the same three contexts as those of the building guidance program staff leaders: in the comprehensive guidance program, in the performance improvement system, and in the school district, which includes all of the buildings. Their responsibilities consist of developing the systems that help building leaders carry out their responsibilities, effectively delegating authority to building guidance program staff leaders, supporting their work, and intervening in problematic cases. More specific treatment of how they carry out these responsibilities is provided in Chapter 9.

Comprehensive Guidance Program

Although still concerned primarily with the welfare of the students as they participate in the program, district guidance program staff leaders provide systems that assure consistency of program quality among the buildings within their responsibility. Their responsibilities include making the guidance program clear to the staff members. They strive for thorough understanding of new, districtwide initiatives or special emphases (e.g., in ensuring adherence to the specifications of a special grant-funded project). They provide means for assuring that staff members conduct meaningful program development and carry out processes for continuous program improvement. They empower building guidance program staff leaders to enhance their leadership of staff members in the delivery of an effective and efficient comprehensive guidance program. They intervene in cases in which guidance program quality does not meet minimum standards.

Performance Improvement System

In designing, maintaining, and improving the performance improvement system, district guidance program staff leaders strive to find new and effective ways for promoting the optimal professional involvement and development of all of the school counselors and other guidance program staff members. This is accomplished through designing and monitoring systems for job defining, nurturing professional development, providing supervision, and evaluating performance. These systems directly enhance the performance improvement work of building guidance program staff leaders. District guidance program staff leaders are usually involved in cases of unprofessional behavior by any program staff member.

District guidance program staff leaders are directly accountable for the quality of the performance of building guidance program staff leaders and, through them, accountable for the performance quality of all staff members. Thus, they establish professionally nurturing district interpersonal climates to support building leaders. As described in Chapter 10, they have networks in place for attracting, selecting, assigning, and orienting new program staff members and leaders. They design systems for defining the job responsibilities of these critical leaders, as well as other program staff members. They strive to enhance the motivation of individual building guidance program staff leaders to develop professionally through the provision of clinical, developmental, and administrative supervision and by conducting performance evaluation with these leaders.

In addition, they nurture their motivation for professional involvement and development by helping building guidance program staff leaders to determine their professionalism needs and by setting and monitoring accomplishment of their professional development goals and plans. Often they are the direct providers of training for new building guidance program staff leaders and the facilitators of their continuing professional development. Unfortunately some building-level leaders do not carry out their responsibilities effectively; district-level leaders are responsible to help them develop and apply the competencies they need or to redirect their careers.

District guidance program staff leaders take a lot of personal responsibility as they continue to strive for their own optimum professional involvement and development. Often they determine their own professionalism needs, nurture their own motivation, and set and monitor their own professional development goals and plans. Rather than being systematically provided by the school district, collegial support may be developed by the leaders for themselves through professional networks reaching beyond the district.

In the School District and the Buildings

The point has been made that staff members' needs for leadership are the same regardless of the size of the guidance program or the school district, and that variations in organizational structure are a matter of size and numbers, not a function of school levels. In small school districts, district guidance program staff leaders are typically not professionally affiliated as school counselors but are generalist administrators with responsibility for the staff members in several programs. In medium- and large-sized school districts, one or more centrally based guidance program staff leaders are available to fulfill the functions described in this chapter.

As buildings operate in the context of the school district, so districts operate in the context of the buildings. If the guidance-related contexts are defined as in this model, there is a symbiotic relationship between the building and district guidance program staff leaders. Their roles and responsibilities are differentiated. District leaders fulfill most functions with, on behalf of, or through building leaders in mutually supportive ways. Without full definition and design of the contexts, some gaps or overlaps in role fulfillment might occur.

Even with full definition and design, some tensions often exist between building leaders and district leaders. The district mission is more global than that of each of the buildings, the responsibilities more comprehensive. Thus, individual buildings are not given complete autonomy to manage their programs, in order for the system to assure equity and equality for students and staff members across the district. Because of their broader perspective and expertise, district leaders are sometimes more forward thinking than their related building leaders. Fullan (1993) taught us that both top-down and bottom-up strategies are needed for change to occur. Any organizational structure of the guidance department should ensure that building efforts and goals and district efforts and goals are mutually enhancing.

District guidance program staff leaders' advocacy responsibilities on behalf of the guidance program and its staff members entail applying political, consultant, and communication skills with the same categories of groups related to the program as for those efforts at the building level: representatives from the school district, parent, at-large, mental health, professional counseling, and political communities. The responsibilities include reaching out to and collaborating with them, as well as reacting appropriately to issues they surface. A major difference is that building leaders work with representatives from communities related to the locale of their buildings. The district leaders work with representatives who are usually leaders with districtwide impact. Some advocacy work done by district leaders is with individuals who are concerned about or feel mistreated by the program or staff members at the building. Often these individuals seek extreme measures for repairing the situation or represent unique cases.

Competencies

The competencies listed in the Preface are basic to the successful conduct of district guidance program staff leaders' roles, responsibilities, and activities. The difference, as implied at the outset of this section, is that district leaders have more training and experience than building leaders, adding depth to their levels of competence. The application of these competencies by district guidance program staff leaders are different as outlined above and more fully detailed in Chapters 9 and 10.

EXAMPLE POSITION GUIDE

Title: District Guidance Program Staff Leader.

Primary function: To ensure provision to the district's students a high-quality, comprehensive guidance program through effective performance of building- and district-based guidance department staff members.

Major job responsibilities: To administer, supervise, manage, and lead districtwide guidance program development and implementation, staff development, and evaluation and to advocate on behalf of the guidance program and staff with the school district community.

Illustrative duties: Fulfillment of these responsibilities includes accomplishing tasks to help staff members organize for program delivery through the establishment of standards for and implementation of systems for program management; establish the intra- and inter-professional relationship climate needed to nurture professional development; provide sufficient staff and other resources to deliver the designed program; define staff members' roles, orient them to the guidance systems, and maintain the process for describing the job of each staff member; arrange for in-service education; provide supervision to the building guidance program staff leaders, and evaluate their performance fairly; and advocate for the program and the staff members within the broader context of the school district.

Organizational relationship: Is supervised by the Assistant Superintendent for Student Services; supervises and evaluates other guidance program staff leaders and guidance department staff members as needed; works collaboratively with other district-level program leaders, building principals, and other district administrators; and works cooperatively with other campus and district staff members.

Performance standards: Is considered satisfactory when the Assistant Superintendent for Student Services and the Superintendent concur and (a) the levels of professional competence and commitment are reflected as such on the District Mid-Managers Evaluation Form; (b) the evaluation of the District guidance program indicates overall effectiveness of the program; and (c) Program Improvement and Professional Development Goals are set, implemented, and assessed satisfactorily.

If the Guidance Program Staff Leader Is Not a Professional School Counselor

Professional school counselors and other guidance program staff members need leadership through the competent fulfillment of the leadership roles in order to work efficiently and effectively in the guidance program by performing at optimum levels of professionalism in buildings and districts. Guidance program staff leaders who are not professional school counselors have some of the competencies needed to fulfill the roles and, therefore, can carry out some of the identified responsibilities. On the other hand, they do not have some of the competencies needed. In the latter circumstance, there are essentially two avenues for acquiring the needed competence. The assigned administrator either can acquire additional education and training or can "subcontract" the fulfillment of the responsibility to individuals with the needed competencies. As each responsibility is detailed in subsequent chapters, options available for pursuing these avenues are presented.

Concluding Thoughts

In reality, and given the newness of attention to guidance program staff leadership functions at the building and district levels, competency gaps exist even if guidance program staff leaders are professionally experienced and affiliated school counselors. The purpose of this book is to present a model for fulfilling these functions. As we enter the twenty-first century, the use of such a model is not widespread. It is our hope that this book will cause not only more use of the strategies described but also further refinement of their practice.

As detailed earlier, Chapters 3–8 describe the fulfillment of the roles, responsibilities, and demonstration of competence by building guidance program staff leaders. Chapters 9 and 10 describe those for district guidance program staff leaders.

Part II

BUILDING-LEVEL GUIDANCE PROGRAM STAFF LEADERSHIP: CREATING THE CLIMATE FOR EFFECTIVE GUIDANCE PROGRAM IMPLEMENTATION

Chapter 3

Empowering School Counselors to Carry Out Program Roles and Responsibilities

Competencies:
Engenders continuous program improvement
Manages resources
Conceptualizes
Applies organizational skills
Manages interaction

HIGH-QUALITY PERFORMANCE by professional school counselors results from their feeling empowered. From the literature on self-efficacy, we know that personal empowerment stems from individuals' beliefs that they are competent, possessing valuable knowledge and skills and having the "capability to take action required to overcome problems and to succeed under the stresses and pressures of life" (Sutton & Fall, 1995, p. 331). They need evidence that they can contribute to worthwhile endeavors and that they have the "ability to influence events in [their] lives" (Sutton & Fall, 1995, p. 331).

Although empowerment is internal, it is enhanced by the context the individual is in. According to Covey (1991), leaders nurture their subordinates' feelings of empowerment through establishing the right conditions. One condition is the leader's belief that every staff member can become a self-managing, independent, and mature professional. A second is that helpful structures and systems are in place within which the professionals carry out their work. A third is that the desired results and guidelines for achieving them are clear. A fourth is that the standards for accountability for work are clear, allowing for self-evaluation and for meaningful external evaluation.

Thus, building guidance program staff leaders nurture school counselors' feelings of empowerment by establishing interpersonal climates in which each individual feels respected. The comprehensive guidance program (Gysbers & Henderson, 1994) provides the structure needed to describe the expectations for the school counselors' performance and the results for students. Continuously striving for program improvement supports a team approach to program delivery, enhancing each individual's sense of purpose and contribution. Resource allocations, including school counselors' time and talent, are applied in the context of program priorities established by the school community and are accounted for according to the program structure.

The focus of this book is on nurturing the talent of school counselors through effective staff leadership. At this point we offer a caution to our readers. We believe that the shift from defining guidance in the schools according to the personnel units assigned to accomplish it (i.e., the position focus) to that of defining guidance as a program with its own goals and structure in addition to the personnel assigned (i.e., the program focus) has advanced the status of school guidance significantly. Staff members' performance is more meaningful within the structure of a guidance program than when it is unstructured. The program provides the framework and establishes the standards of effectiveness. Figure 3-1 summarizes how the program context better enhances school counselors' fulfillment of appropriate and appreciated roles than the position focus.

It is the responsibility of building guidance program staff leaders to provide the contextual empowerment that supports the school counseling staff members as they strive to carry out their program roles and responsibilities professionally. As this chapter describes, they do this by providing healthy interpersonal climates, promoting continuous program improvement, building and maintaining a team approach, and being accountable for the program's resources. The chapter ends with a description of how regular staff meetings are useful vehicles for accomplishing these personal and interpersonal agendas.

Providing Healthy Interpersonal Climates

Essential to feeling empowered and productive, staff members must work in a climate that nurtures and values healthy interpersonal relationships. The relationships within the guidance department and within the school must be characterized by mutual respect and trust. Interstaff member communications should be open, forthright, and honest. Cowan, Iverson, and Orci (1994) identified an effective organization as that characterized by having high trust, valuing diversity, managing beliefs, allowing for productive conflict, nurturing strong commitment, supporting high-quality collaboration, having a compelling vision, encouraging positive dialogue, and evidencing widespread innovativeness and resourcefulness.

FIGURE 3-1

POSITION ORIENTATION	PROGRAM CONTEXT
Purposes unclear	Clear purposes
Role misunderstandings	Role delineated
Role defined by counselor competencies	Role defined by program design
Job defined by duties	Job defined by role in program
Mental health practice in the schools	Part of educational delivery system
No parameters on counselor assignments	Organizational structure determines balance of responsibilities
Office job	Program implementer
Staff members isolated, fragmented	Staff members connected by mission and design
Unclear standards for performance	Established performance standards
Self-determined uses of supervision	Supervision for improved services to students
Inconsistent standards among staff members	Consistency of expectations
Focus on what counselor does	Focus on student outcomes
Focus on system needs	Focus on student needs

Ideally, the entire building staff (but at a minimum the guidance program staff members) must want to collaborate and cooperate with each other. "Successful schools are characterized by teachers who enjoy working with each other *as* they accomplish school tasks" (Glickman, Gordon, & Ross-Gordon, 1995, p. 42). Developmentally mature adults, particularly those in the "helping professions," work to help others and to better society and the human condition. In fact, working for "'a cause beyond oneself' [has been found] as a demarcation between the collective, thoughtful, autonomous, and effective staffs of effective schools and the isolated, unreflective, and powerless staffs of unsuccessful schools" (Glickman et al., 1995, p. 47).

Staff leaders set and keep such climates by communicating effectively and by managing the interactions of others. Basic communication skills—the "stuff" of the counseling profession and essential to good staff leadership—include expressing oneself clearly and fully, listening without bias, and interpreting others' meaning accurately. Communications with staff members convey warmth and caring. Personal statements consist of clear "I" messages. Task-related communications are objective and succinct, giving staff members the information they need to fulfill the task successfully but not so much information that they lose the essence of what is said. As always in communicating, assumptions are dangerous, whether they are mistaken or not. Processes and principles recommended by Covey (1991) to enhance a leader's power are persuasion, patience, gentleness, teachableness, acceptance, kindness, openness, compassionate confrontation, consistency, and integrity. They are also the ingredients of a healthy interpersonal environment.

True tests of building guidance program staff leaders' interpersonal skills include situations when staff members are in conflict with each other, with members of the faculty or school staff, and with parents or students, or when individual staff members "misbehave." Valuing diversity means people come to their work with different experiences and values. Learning to disagree without being argumentative or hostile is difficult for some. School counselors are people too and can fall into unhealthy interaction patterns (e.g., sarcasm, overcompetitiveness, making excuses or blaming others, defensiveness). Mediation, conflict management, and confrontation skills are needed by building leaders. Relieving intrastaff stress and tension is critical to maintaining a healthy interpersonal climate.

Promoting Continuous Program Improvement

Effective building guidance program staff leaders help their staff members feel that they have power over their professional working conditions by helping them to continually strive for excellence in program delivery. Few school counselors ever feel that their guidance programs are perfect. A goal is for them to feel that they are doing the best they can, given the constraints, and that they are making progress not only in helping their program's clients but also in doing the most meaningful work within their programs. In this context, empowerment stems from guidance program staff leaders helping staff members have a common vision for the program, use the discipline of the program development process to structure their improvement efforts, and manage the changes that occur, as well as from building guidance program staff leaders providing leadership that is needed.

Building a Common Vision

Today's literature regarding quality, excellence, and success has established the importance of workers understanding the mission that drives their work. "Successful organizations have a collection of individuals who work together on a common goal that transcends their own self-interests" (Glickman et al., 1995, p. 33). Envisioning what is needed and wanted from the guidance program comes from knowledge of what students need and how the guidance program can best contribute to meeting those needs. Conceptualization of the mission and its context—having the "big picture"—is guidance program staff leaders' first responsibility. The second is to help building guidance program staff members have a similar vision.

The mission of the school guidance program is a subset of the school's mission. The primary mission in any building is to help students learn. Thus, the guidance program supports the learning environment; at the same time, guidance programs make unique contributions in meeting students' needs and nurturing their progress. Guidance program staff leaders ensure the appropriateness of the guidance program within the context of their buildings and districts. They are aware of the district's curricula and instructional implementation strategies and the ways that the guidance department can best interface with those. They strive to understand new school initiatives and to contribute to the overall school improvement efforts.

In addition, the mission of the guidance program incorporates the standards of the guidance and counseling profession. In their buildings, guidance program staff leaders apply the published standards, the exemplary practices, and the research findings of the school counseling field. It is the responsibility of guidance program staff leaders to understand and interpret the guidance program concept as well as the theoretical bases of the program and its activities. When the time comes in the program development process to reconsider the program mission, building guidance program staff leaders involve their staff members in the rethinking process. Each staff member's ideas are considered. The mission also reflects a synthesis of ideas from the program's consumers as well as the staff members.

Beyond understanding and interpreting the program vision, guidance program staff leaders demonstrate affiliation with and commitment to the educational institution and the counseling profession. They maintain and help staff members maintain a student-centered focus while working within the values and purposes of the institution and profession. They set the standards that express the values of the program mission and engage the staff members in adherence to those standards.

An important ingredient of any organization, but particularly an educational one, is an emphasis on continuous learning. Guidance program staff leaders create learning environments for their staff members. They pursue their own continuous professional development as they nurture and motivate the professional development of others.

Using the Discipline of the Program Development Process

Applying the discipline of the program development process is a way to ensure that the focus on continuous program improvement is productive. Program development, as outlined and detailed in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994), involves the discipline of making a series of decisions that are based on the collection of pertinent data from which logical conclusions can be drawn. The exercise of that discipline provides safeguards against drawing conclusions and making changes based on the perceptions and feelings of vocal individuals or uncomfortable circumstances. School counselors might make changes that are based, for example, on their overestimates of the time taken up doing tasks they do not enjoy (e.g., coordinating a testing program). Program consumers might demand changes that are based on their own frustrations in, for example, having had to wait longer for services than they felt they should.

The process involves four steps: planning, designing, implementation, and evaluation. In initially creating or changing a guidance program, guidance program staff leaders and school counselors must apply a lot of conscious effort. However, the point is made in the model promoted by the American School Counselor Association that, after that initial work, continuing challenges occur in implementing the program, in

> taking the program that has been developed and putting it into action. This is an ongoing process that involves updating, processing, and evaluating. Rather than having an end product, developmental counseling and guidance must be viewed as a process that continually changes by meeting the special needs of the school and community in which the counselor is working. Being open to change and continual evaluation is crucial. (Neukrug, Barr, Hoffman, & Kaplan, 1993, p. 361)

In the planning and designing of the program, global improvements are made. In implementation of the program, improvements are accomplished in increments. Actually over time, it is the latter that make for the success or nonsuccess of the program. Careful conduct of the first three phases makes for meaningful evaluation.

Building guidance program staff leaders guide staff members through the short- and long-range individual and group program development processes. Staff members have a range of skills and perceptions of the value of the process, but guidance program staff leaders have responsibility to see that their efforts are made legitimately and for good reason. Taking the time to carry out the program development process tasks and the seriousness with which these tasks are taken are functions of the leaders' allocation of the time, approach to the tasks, and the use of the work involved.

Planning involves assessing the needs of students and other program clients against the vision and mission established for the program. In developing needs assessment instruments and processes, building guidance program staff leaders help staff members provide themselves opportunities to hear what changes might be needed without implicitly promising that they can deliver more than is feasible. They need to help staff members respond nondefensively to the data that are collected.

Designing the program for the building and its improvements involves establishing the priorities for the program and setting goals for implementation. Student needs assessment data may indicate different activities from those preferred by the guidance staff. Guidance program staff leaders help staff members set goals and objectives appropriate for the building and to strive for them professionally. For example, if a high priority for the students in a school is substance abuse counseling, yet none of the school counselors feels competent in this area, it is the guidance program staff leader's responsibility to help the counselor(s) determine how they will legitimately meet this need (e.g., subcontract with a substance abuse counselor, pursue specialized training). In addition to being up to date professionally, guidance program staff leaders encourage and support the development and implementation of innovative strategies to meet the identified needs of students in the building. Creativity is an asset.

Implementation of the ongoing program as well as of program improvements is guided by plans. Typically, annual building program plans are built by staff members as a group, with individuals taking responsibility for individual assignments or tasks. For example, Individual Planning System activities in a high school annual plan might include 9th-grade group educational guidance in September, 10th-grade in November, 12th-grade in October, and 11th-grade in April. The building leader may delegate the planning of each grade level's activity to one or more individual staff members. Within these more specific plans, each staff member has responsibility to plan their individual part (e.g., guidance sessions with their students). The whole series of plans and their interrelationships need to be clear to the entire group.

Evaluation is conducted in the context of the assessed needs, the program design, and the implementation plans. Although it is our belief that the entire guidance program staff should participate in designing the evaluation procedures, building guidance program staff leaders are responsible for ensuring that the connections are made between the various elements of the evaluation process (e.g., gathering data, comparing standards, and making recommendations). Each staff member has responsibility for developing and contributing his or her own data to the data collection. Each member and the group as a whole have responsibilities in analyzing the data, drawing the conclusions, and recommending future actions. The guidance program staff leader often does some preliminary work and makes the final report, but the program—for better *and* for worse—belongs to the whole building guidance program staff.

Managing Change

Program Improvement

Although continuous improvement of the program is positive and empowering, it still brings with it a constant state of change. As noted by Lehmanowsky (1991) in describing the renovation of the guidance program at Lincoln (Nebraska) High School, "managing the change process and restructuring the operational system required thorough planning, cooperation, teamwork, devotion, and hard work" (p. 386). Guidance program staff leaders are continuously challenged to manage change, to be the primary change agent on the program staff, and to be willing to take the risks involved in the program improvement process.

Three conditions are prerequisite for change to occur. Individuals involved in changing must feel dissatisfied with the status quo, they must have a vision of how things would be if improvements occurred, and the benefits of making the change must outweigh their costs. Building guidance program staff leaders must, then, ensure that each of their staff members who needs to make a change feels sufficiently dissatisfied. Clarifying their dissatisfactions for them or causing them is often interpersonally difficult. For some staff members, the vision of a better program is sufficient to feel dissatisfied with the current program. For others, the current status is known and, therefore, comfortable, which leads to complacency even if things are not as great as they might be. For still others, they need help to acknowledge and respond constructively to the dissatisfaction that others feel with their program. Sensitive handling is required in each of these instances in which staff leaders are tampering with school counselors' professional self-esteem and with their feelings of self-efficacy.

Surprisingly enough, promoting the vision of how the program can improve requires sensitive handling as well. Vision comes quickly to some and not so quickly to others. Vision does not come with adopting someone else's model too quickly. We have seen many staff groups frustrated with having "cut and pasted" some other groups' dream program as though it would become their own. Individuals have different visions of utopia. The time spent in crafting the vision is directly related to the scope of the potential change. Changing one classroom guidance lesson takes less discussion than the original decision to conduct classroom guidance. Ultimately, staff members must own the vision of improvement for themselves.

Another leadership challenge for building guidance program staff leaders is involving others or their representatives in the change process, while at the same time maintaining responsibility for the program. It is recommended that any group with an investment in the guidance program be involved in the program development decision-making process. In buildings, teachers, parents, students, administrators, and other school specialists want input into the priorities for the program. Their input can be solicited individually, or a building guidance program steering or advisory committee may be formed. Bringing such diverse groups together to give input calls on the task group skills of leaders. If the right people are brought together, the agenda is open enough, and the request for input is honest, both conceptual and political differences become evident. When such groups arrive at a consensus, solid foundations for programs are laid, ones that truly reflect the building community served by the guidance program.

The secondary challenge to building leaders is keeping the counselors informed of the committee's discussions. Because balanced membership of such committees is relevant to balanced discussions, there may not be room for all school counselors to be members. It is unlikely that every counselor will agree with every decision of the group; thus, leaders must bring the counselors along with the group's thinking. Although counselors do not "win" every point in these larger group discussions, programs end up being ones that they know are professionally right. As guidance program staff leaders bring them along with the groups' discussions, counselors provide sounding boards for leaders as well.

Every individual involved in change must feel that the benefits of a change are worth the cost of making the change. School counselors are the primary changers in any guidance program restructuring, redesigning, or redrawing of guidance activities. When school counselors demonstrate reticence to change, their leaders must understand the causes for their reluctance and address them. The causes may range from changing one's work-related values (e.g., working with groups of students who are not in crisis vs. those individuals who are) to changing job behaviors and habits (e.g., staying late one evening a week to be responsive to working parents) to changing some of the details of the job (e.g., moving the office out into the building to be more accessible to students).

In addressing the causes of school counselors' reluctance to change, building guidance program staff leaders use a continuum of strategies. The goal of the leaders' intervention is for counselors to discover the benefit to themselves. Some make this discovery with sufficient information regarding the rationale for the change and the degree of change involved (e.g., the Building Guidance Advisory Committee tells us that this is better for kids). Others respond to fuller involvement in designing how changes will be implemented by assuming some leadership responsibility for assuring that it is done to their satisfaction (e.g., the paraprofessional registrar will do the graduation progress reports; you will be the registrar's trainer). Still others need the benefit of in-service training or continuing education to overcome feelings of incompetence. Such feelings are a cost too large for anyone and must be anticipated and addressed.

Continuous Program Development

For continuous change to be promoted, building guidance program staff leaders systematically support the change efforts of school counselor staff members and reward honest efforts. Rewards stem from the work itself. Sometimes acknowledging the effort involved with attempting to make changes is called for. Sometimes acknowledging the results of successful changes reinforces intrinsic rewards enjoyed by professionals. In any case, leaders stay aware of the risks involved for the staff members and respond accordingly.

Providing Leadership

The premise of this book is that in order for programs to be successful, there are designated guidance program staff leaders in buildings. That premise is supported by others' thoughts and experiences (Covey, 1991; Glickman et al., 1995; Lehmanowsky, 1991). As detailed in Chapter 2, building and district guidance program staff leaders have systemic and personal sources for their power and authority. They use that power well to ensure continuous improvement of the guidance program by their departments' school counselors and other staff members. By "well" we mean they balance their leadership orientation, assert their leadership when necessary, and continuously develop themselves as effective leaders.

Continuous program improvement efforts require that guidance program staff leaders balance their task accomplishment orientation and relationship development orientation. As evidenced in the section describing management of the change process, there are jobs and tasks to be done that require initiative, persistence, and drive. At the same time, leaders need to be sensitive and responsive to the personal–professional issues of the school counselors as well as those of other staff members. More about leadership styles will be discussed in Chapter 6.

The bottom line is that building guidance program staff leaders have ultimate responsibility for implementing guidance programs in their buildings and have ultimate commitment to their continuous improvement. Thus, there are times when, without leadership, the vision becomes cloudy, programs falter, and improvement efforts expire. At these times, guidance program staff leaders must step in and take over.

Usually "these times" occur when programs or school counselors are challenged. No matter how much input is taken in designing a program, there are customers who are dissatisfied. No matter how much planning has gone into a program or an activity, things can go awry. It is the leaders' responsibility to protect school counselors from harassment or abuse; for example, it is their responsibility to explain to the faculty or parents why confidentiality is essential to the counseling relationship.

Finally, to positively influence staff members to continuously improve the program and their performance in it, building guidance program staff leaders must be models of professionalism for their staff members. While demonstrating competence in and commitment to their work, they, too, advance their professionalism. Covey (1991) identified characteristics of principle-centered leaders as continuous learners, service oriented, having positive energy, believing in others, leading balanced lives, living life-as-adventure, and synergistic. He suggested regular exercise of "the four dimensions of the human personality: physical, mental, emotional, and spiritual" (pp. 37–39). We add that effective leaders are also consistent, confident, trusting of their own instincts in challenging situations, and reflective. Modeling growth and development of these characteristics helps staff members in their lives, both personal and professional, and in their leadership roles as well.

Building and Maintaining a Team Approach

Much has been written and researched regarding team building. We offer here a summary of some key points about teams for consideration by building guidance program staff leaders. Points are made about the value and purposes of the team approach, how teaming works in the context of school guidance programs, group dynamics to consider in team building and maintaining, involving all staff members in teamwork, and what makes teaming difficult.

Value and Purposes of a Team Approach

For the remodeling and full implementation of comprehensive guidance programs to work effectively and efficiently, teamwork is a necessity. It "is a big job and can best be accomplished if counseling staffs use a team approach and pool their skills and talents" (Lehmanowsky, 1991, p. 385). To fine-tune the program and its activities, all members of the guidance program staff (i.e., school counselors, paraprofessionals, and others as relevant) must be involved in creating and planning together to yield the best ideas for improvement and implementation. When all members of the team participate in such efforts, each member's level of support for the work and for each other increases. Having the team as a whole as a support system helps each member to be most effective. Healthy competition among the members pushes the total group to new levels. Cross-training for and co-conducting of activities strengthen the program.

A team is different from a group in that, by definition, a team is a group of people working together to achieve mutual goals. A well-developed team establishes its own goals and own acceptable measures of progress. A team encourages each of its members to take risks, to be creative, and to contribute for the good of the whole. Teams make their own decisions and solve their own problems as much as possible. They take responsibility for themselves.

How Teaming Works

Teaming relies on collaboration and fosters collegiality, which the literature tells us can be its own reward (Glickman et al., 1995). Teams are not a matter of chance, but rather the responsibility of guidance program staff leaders to build. Team building is facilitated by enlisting the support of staff members in its construction. Helping staff members have cognitive understanding of why teams are valuable and how they work enhances team building. The classic 5 Squares exercise (Schmuck & Runkel, 1985) is a good place to begin. It brings teamwork issues at work in the group out on the table so that they can be addressed. Conscious monitoring of a team's progress as a team and feedback from the building leader regarding the quality of the teamwork enhance team development.

A goal is for teams to become self-directing. This begins with the leader guiding the team to establish its own operating philosophy and rules, such as the steps to be taken in pursuit of the goals, the decision-making process to be used, and the definition of good team communication. How they will build consensus and handle problems are determined by the team members, preferably at the outset. Communication rules, such as the familiar "no putdowns," and what brainstorming and supportive group discussions entail, are best determined in advance also. Communications problems definitely need to be addressed when they arise. Traditional rules of loyalty to the group and its work, and confidentiality about sensitive group or group member information and issues, must also be invoked and cannot be assumed.

Group Relationships and Dynamics

The greatest strength and potentially the greatest weakness of any team is its diversity. The larger the staff, the more variables are at play between building guidance program staff leaders and staff members, as well as among staff members. An array of variables exist in a building, for example, the diversity of students, parents, teachers, and other client populations, that can affect teamwork.

A schema of these variables is presented in Dye's (1993) "A Dynamic View of the Supervision Environment," including demographic variables such as age, sex, race/ethnicity, and socioeconomic class background. Included are professional variables, such as training, experience, commitment, motivation, theoretical, and methodological orientations. Interpersonal and behavioral styles and skills are varied. Glickman et al. (1995) added adult learning styles (i.e., cognitive styles, conceptual styles) and adult development variables (e.g., moral development, ego development) to be considered. Individuals come to the staff, the group, and to the team with these in place. To be a team, individuals must be treated with respect and honesty and be allowed to keep their own dignity. On the other hand, individuals must give up some of their individuality for the team to function well. No small challenge to guidance program staff leaders!

Involving All Staff Members

As mentioned above, the programmatic advantage of the team approach is that the skills of each member can be used to the benefit of all the clients (i.e., students, parents, teachers, and other staff members). Big tasks can be shared by team members. At the same time, differentiation of responsibilities and duties can be accomplished. In adopting the team approach, the Lincoln High staff "began to operate as a counseling center rather than as a group of counselors each doing his or her own work" ([illegible], 1993, p. 387). Operating as a "center" reduced duplicating and overlapping work and allowed team members to capitalize on their strengths, and at the same time minimize their weaknesses. For the purposes of program delivery, the goal of building guidance program staff leaders is to recognize and tap each employee's strengths rather than insisting that all employees do the same thing, regardless of their weaknesses.

Emphasizing strengths not only better ensures that assignments are delegated to the most appropriate staff member, the ones best suited for a task, but also is the best way to motivate each professional and paraprofessional staff member to participate fully in the program. (This point is further discussed in Chapter 6.) Appropriate delegation also helps staff leaders (and staff members) identify skills the team lacks, so that appropriate training or other means of developing them can occur.

What Makes Teaming Difficult

Teams of any sort have difficulties learning to solve problems and fix mistakes without assigning blame, to present different opinions without creating hard feelings, to keep disagreements from escalating, and to solve behavior problems within a team. As examples of these circumstances arise, building guidance program staff leaders have the responsibility to redirect the group, refocus the goal(s) of the group, and apply group counseling skills if the situation warrants. In any case, after tension has dissipated, leaders use the event to help the group better learn how to work together.

Although school counselors are particularly good at group work, from work with large-sized groups to classroom-sized groups to small groups, there are some recurrent themes that make counselor–counselor partnerships or teams somewhat difficult to form. Ironically, and in contrast to the demographic and personal variables described above, these issues seem to arise more with small teams of two or three members than with larger staff teams. "Turf" issues arise more when the professional competition is one-on-one or nearly one-on-one.

A variety of factors can interfere in team development. Issues arise over "sharing" students. Counselors select different strategies for working with students. If a student is shared, and counselors' strategy selection differs, counselors are not performing as a team. Perhaps their theoretical orientations are different. Perhaps their methodologies are different. Perhaps their diagnosis and related decisions are different. In any case, there is room for much discussion to repair damage and rebuild a team approach.

For those striving for professional excellence, professional jealousy is a possibility. Individuals competing for the same or similar recognition or other rewards in dyads and triads are much more aware of what each other does, and they may be prone to conceal their own latest, most clever ideas. If two people are competing for position with the principal or the faculty, they may find it difficult to partner. Finally, some physical or fiscal circumstances make teamwork, although necessary, very difficult. As is often the case in expanding programs, when two or three staff members share the same office, group room, budget money, and/or materials, more fuel is added to the competition fire. Sharing of this nature is difficult, not unlike sharing space with a new spouse without the benefit of romance. Each of these situations calls for the intervention of staff leaders. If the building guidance program staff leader cannot separate him- or herself from the competition enough to lead the needed work on the situation, another leader is brought in (e.g., the principal or the district guidance program staff leader).

The biggest challenge to building guidance program staff leaders are the individual staff members who, despite all of the benefits of being part of a collegial team, prefer to work alone. As members of a staff group, such individuals need to affiliate with the team approach to program delivery. In this phase of the team's work, he or she must participate in the program development meetings. Not all of the work done in the program needs to be done in groups. Thus, single-person assignments can be made for this individual. Work by building guidance program staff leaders in helping such individuals find their comfort zone in the group setting is imperative. Helping group members respond appropriately to loners is valuable as well. It is difficult for a staff group to be a complete team with one holdout.

Managing the Resources and Being Accountable

The primary resources of school guidance programs are the talent and time of the school counselors. It is not unusual for school districts to spend 80% or more of their budgets on staff salaries. The rest of the resources support what the counselors do, and their importance to the counseling staff must not be underestimated. Having the resources they *need* to do their defined jobs is critical to staff effectiveness. Having resources they *want* may be important to staff feelings of adequacy and may be symbols of appreciation by the building or district. Being able to acquire them is symbolic of building guidance program staff leaders' power. The more resources they are able to acquire, the more legitimate, connection, resource, and referent power they seem to have.

Resources are allocated on the basis of the perceptions of the generalist building or district administrators who make budget recommendations and decisions. They must understand the needs of guidance programs and staff and recognize that the resources currently allocated are, first, being used well and, second, are insufficient. As is paralleled at the district by district guidance program staff leaders, building guidance program staff leaders educate budget-controlling administrators in their buildings. And, as with everything else in the program, being accountable for the use of available resources is ultimately the responsibility of guidance program staff leaders. When building guidance leaders are new, managing the resource accountability systems—purchasing, bookkeeping, tracking inventory—is often the least familiar aspect of the job. Many of these systems are established at the district level and require building-level leaders to work in that larger context.

As expanded in *Developing and Managing Your School Guidance Programs* (Gysbers & Henderson, 1994), there are three categories of resources used within comprehensive guidance programs: human, material, and political. *Human resources* include school counselors, their talent and time, other guidance program staff members, other school staff, and specialists outside of the school. *Material resources* include money to purchase program materials and supplies, equipment, and facilities. *Political resources* include information channels; school and district policies, regulations, and procedures; and administrative, faculty, staff, students', and other program consumers' support.

Using Resources Efficiently

Building guidance program staff leaders are responsible for acquiring the resources, distributing them, and monitoring their use. Although political considerations sometimes influence the budget decision process, the resource distribution system in the school district is also sensitive to the efficiency of resource use. By definition, *efficiency* means the amount of benefit derived from the expenditure of a resource. The largest benefit for the least expenditure is the most efficient.

Thus, the guidance department resource management system needs to reflect effective organization by the guidance program staff leader. By "organization" we mean the system should be priority-based to ensure appropriate benefit levels, and the resource use should be planned so as to be least costly. Students are the primary clients of the school guidance program. School counselors are the primary resource in the program. Thus the best benefits derived from resource use are those that support school counselors and students working together. Efficiency levels increase with the numbers of students and school counselors whose work benefit from a resource. This is a fairly simple principle to understand, but one that is often challenged by staff members whose perspective on their own needs and wants is different from the more global perspective of the building guidance program staff leader. It is essential for the leader to maintain that perspective and to remember that students are the priority within the program. Arguments of perceived equity among staff members are to be avoided.

To acquire needed or desired resources, guidance program staff leaders are the conduit between the guidance department and the finance department in the building and the district. They not only determine priorities for intradepartment resource needs, but also convey these priorities and work to establish them as priorities for building and district budgets. Inserting the department's priorities in the "big list" of wants and needs takes clear thinking, rational communication skills, and, often, persistence.

Distribution of resources within the department, while targeted toward student benefits, also need to be equitable and equally accessible by the staff members. The rationale for distribution should be clear. Again, this is easier to say than to do; for example, building guidance program staff leaders decide whether assigning equal dollar amounts to each school counselor for purchase of materials is more or less efficient than spending differentiated sums on the basis of the priorities of program activities. Use of more than one resource at a time complicates these decisions further; for example, in meeting the logistical needs of the program, school counselor time and facility availability need to be matched for both sets of resources to be used efficiently.

If the distribution of resources is systematic, managing and monitoring the efficiency of their use can also be systematic. Building guidance program staff leaders develop such monitoring and management systems in their buildings. Managing the use of tangible resources, such as budget dollars or equipment, is easier to carry out than monitoring the use of intangible resources, such as school counselor talent or time or staff support. The more data that are collected as evidence of efficient resource use, the more ammunition the building guidance program staff leader has to support further resource acquisition requests. Some ideas for acquiring, distributing, or monitoring resource use are provided below.

Human Resources

School Counselors' Talent and Time

Ensuring efficient use of their time is not only the responsibility of each school counselor but also the responsibility of building guidance program staff leaders. Systems that help school counselors plan and track their use of time better ensure accountable use of this valuable resource. Fairchild and Seeley (1994) pointed out that making conscious the use of time is a means for acquiring time to do the right things and for distributing it appropriately. They concluded that there are at least the following benefits for monitoring one's time use: "(a) improved time management skills, (b) improved services, (c) evidence of effectiveness, and (d) enhanced professional image" (p. 274).

The same calendars that are used for distribution/planning are used for managing/tracking and provide the rationale data for expressing the need for more counselor time. Building guidance program staff leaders establish systems for yearly, monthly, weekly, and daily planning and tracking of school counselors and other guidance program staff members' time. As planning tools, yearly and monthly (or some other relevant, medium length of time) calendars are developed (Gysbers & Henderson, 1994), first, as a staff group, which subsequently individuals tailor for laying out their own responsibilities. It is not unusual for weekly staff meetings to include sharing of their individual plans for the upcoming week, providing pertinent information for the staff as a whole and allowing guidance program staff leaders to monitor the progress of program implementation.

Individual school counselors and other guidance department staff members are responsible for keeping calendars on a daily basis that reflect their actual use of time. These data are aggregated periodically for reporting their work-to-date to the building guidance program staff leader. We have learned that uniform styles of calendars for group-planning purposes are valuable in that everyone sees the same picture of time use. We have also learned that keeping track of one's time is uniquely personal. Different individuals prefer to work with different styles of calendars (e.g., upright on the paper or sideways; daily, weekly, or monthly; 15 minute, 30 minute, or open-ended time increments), ones appropriate to their own visual and time management styles. Building leaders are advised to collect the same data from each individual on forms that are compatible with their own styles' needs but that individuals be allowed to collect their information in ways that suit them.

As described in the previous section, a team approach to program delivery allows for more efficient use of school counselors' talents than systems in which everyone does the same thing, which duplicates resource expenditure, or in which individuals do different things, leading to inconsistent resource use and student services. Another tool for enhancing the use of school counselor talent is the action plan (i.e., delineating what is to be done, by whom, how, and when). Action plans allow for group plans to be individualized and blended together. Individuals plan how they will carry out their assignments within the group; each member brings their plan to the group to assure dovetailing of the tasks. Action planning and maintenance allows building guidance program staff leaders to track the progress of task accomplishment.

Useful resources for enhancing the quality of guidance program staff members' talent include in-service training and other professional development opportunities. Building guidance program staff leaders are responsible for helping school counselors acquire information regarding and permission to attend these opportunities, encouraging appropriate levels of participation in them, and providing means for sharing the information gained with the rest of the group. Some equity of school or system support for participation must be established by staff leaders. Paraprofessional as well as professional staff members should benefit.

Other Guidance Program Staff Members

This book is primarily about efficient and effective leadership by guidance program staff leaders of school counselors; however, they are also responsible for other staff members functioning in guidance program delivery: themselves, other school staff, and specialists from outside of the building.

Building guidance program staff leaders are resources to be used efficiently in the conduct of the guidance program. The points made for school counselor staff members can be made for the guidance program staff leaders as well. Systems need to be established for appropriate acquisition, distribution, and tracking of the resources applied to enhance their use of their time and talent, the material, and political resources. For example, to carry out program and staff leadership roles and responsibilities most efficiently, building guidance program staff leaders need to plan their own leadership activities on the basis of program priorities. Not only do they need to lead the staff members in the development of the yearly plan for the program, but they also need to develop their own yearly plan for fulfilling their program responsibilities.

Building guidance program staff leaders are responsible for ensuring the full use of all building guidance program staff members. Expectations for the use of their time should be clear, and systematic planning and tracking of it should occur. Full use of their talent includes appropriate delegation oftasks, delegation that neither under- nor overutilizes their competencies. If a subordinate is competent to do a task, that individual is assigned it and left to do it. Often school counselors underutilize the paraprofessional help available to them, either by doing paraprofessional tasks themselves or by rechecking the work of others. In cases in which professionals are assigned to do paraprofessional work, building guidance program staff leaders have the responsibility to acquire appropriate paraprofessional staff.

OTHER SCHOOL STAFF In the fully developed comprehensive guidance program, all members of a school's staff accept responsibility for assisting students to achieve guidance program goals and objectives. To make full use of the human resources available, building guidance program staff leaders need to delegate appropriately the responsibilities and tasks that are more suitably done by peers or superiors, such as faculty colleagues, counselors in other settings, and/or school- or district-based administrators. Delegating appropriately includes assigning roles clearly, providing needed training, and, within proper parameters, supporting other individuals as they carry out their responsibilities. This usually entails the collaboration of building guidance program staff leaders with the leaders of other departments in the building (e.g., instructional, special programs, and administration).

SPECIALISTS OUTSIDE OF THE SCHOOL. Specialists outside of the school building augment the human resources within the guidance program and the building. Building guidance program staff leaders have responsibility, on behalf of the department, to be clear about who the relevant district- and community-based specialists are, what they are competent to do, and how their services can be best accessed by the counselors and/or the program clients. For example, leaders establish systems for identifying useful referral sources and for sharing that information among the staff members. To better carry out some new or different program functions, building guidance program staff leaders arrange for consultants to assist staff members attain needed information or competence.

Material Resources

Budget

In line with the school and district's annual budget development process, building guidance program staff leaders develop the budget requests to support the guidance program in their buildings. The timing and often the format of such requests are prescribed by the finance and administrative departments responsible for the overall budget planning for the district. It is recommended that building guidance program staff leaders build budget requests on the basis of identified program needs. The needs perceived by all the department staff members should be taken into consideration. Requests are often developed with the previous year's actual budget in mind. If a request is to be taken seriously, the leader exercises good judgment in synthesizing and balancing individuals' requests with the probable realities of the larger system. Requesting considerably more or considerably less money than previous years' budgets requires sound rationale. Unrealistic and, therefore, indefensible requests may be more damaging than not making requests at all.

Success in budget negotiations rests with building guidance program staff leaders' having demonstrated responsible fiscal control over previously assigned program budgets, meaning spending neither more nor less than the appropriated budget. Bookkeeping systems and program priority-based purchasing decisions are used to manage budgets. Bookkeeping tasks are paraprofessional tasks, properly assigned to school staff members with this in their job descriptions. No matter how small or large the school or school district, there is a bookkeeper available, whether it is the superintendent's or principal's secretary, a central office bookkeeping department, or a building or guidance department-based bookkeeper. Decisions regarding what to purchase and when belong to the professional program staff. Following appropriate district- and building-established purchasing procedures enhances the reputation of the program leader as a conscientious money manager.

Program Materials and Department Supplies

Having acquired a budget that supports the purchase of materials and supplies, building guidance program staff leaders involve guidance department staff members in evaluating and selecting materials to use in the program. They select materials that are most appropriate for the students or other clients being served, and that best support accomplishment of objectives of planned activities. Keeping an inventory of materials and supplies, tracking their use, storing them properly for extended life, and ensuring their ready access by program staff are all hallmarks of sound materials management. An accountable system for tracking use of department supplies should be in place as well. Individuals' use of supplies should be linked to job assignments and monitored as needed. Materials and supplies should be stored in secure places.

Equipment and Facilities

In purchasing equipment, including advancing technology, and improving construction of guidance facilities, building guidance program staff leaders work not only with building administrators but also with district administrators. Typically, the school-based administration must concur with the validity of the acquisition or improvement requests and assign them priority rankings within the longer list of the whole building. When district guidance program staff leaders have district guidance department budget for such items, they must concur and assign the priority ranking to requests from buildings. In either case, the rationale for the proposed expenses need to be clear and compelling.

Again, a history of reasonable requests and appropriate use of purchases or space contributes to the seriousness with which the requests are taken. It is recommended that such requests be based on careful analysis of the use of current resources and the assessment of needs. Particularly in the case of facilities use but true of equipment use as well, careful planning of the logistics of program activities needs to be demonstrated. Facilities and equipment management systems include data-tracking use and status of the inventory, scheduled maintenance, and systematic repair and replacement of items.

Political Resources

Information Channels

Establishing and using effective communication channels is a key element of the management role of building guidance program staff leaders. Acquiring the information needed to fulfill program and staff needs requires attention to both formal and informal information sources. The guidance program is centrally placed in the building. The diversity of guidance program activities brings guidance program staff members in contact with virtually every other administrative and instructional office. Learning which departments handle which tasks, both in buildings and centrally, is important to the smooth operation of the guidance program. Establishing good working relationships with those departments' staff members is even more critical.

It is appropriate for building guidance program staff leaders to link with other departments, although delegation of linkage tasks works also. For example, school counselors on a staff that are "into" computers make better links to the data-processing department than do leaders who are computer illiterate. We recommend that, in large schools, specific school counselors be assigned to work with specific instructional departments or grade levels so as to develop rapport on which to build a better program.

Bringing pertinent information to staff members in a timely manner not only enhances the work of the staff members but also enhances the power of the building guidance program staff leader, as described in Chapter 2. It is human nature for people to want information; it is a leader's responsibility to provide it. Sometimes leaders take for granted the information they receive and neglect to share it. For example, we recommend that building guidance program staff leaders meet with school administrators on a regular basis. Sharing the information from that and similar meetings with the counseling staff, within the bounds of confidentiality of the group, is valuable to the staff members.

Policies, Regulations, and Procedures

As the administrator of guidance departments, building guidance program staff leaders are the links to those in the system responsible for setting policy. Boards of education set policies for the school district, with the help of the Superintendent and other senior district administrators. Principals set operational policies for the school, with the help of the co-administrators and other members of their leadership teams. From policies, regulations flow that guide implementation; from regulations, procedures flow that implement policies, philosophies, or ideas. To have guidance programs appropriately reflected in district and building operations, building guidance program staff leaders must educate the administrators organizationally above them regarding the guidance program and have input into the development of relevant policies, regulations, and procedures. (This is discussed more fully in Chapter 4.)

Building guidance program staff leaders are often responsible for developing procedures for use schoolwide. They take primary responsibility for developing procedures for activities that are part of the guidance program and implemented by the whole faculty (e.g., student advisory programs, testing programs). They participate in the development of procedures for activities that are total school operations in which the guidance staff has a part (e.g., school-level-to-school-level transition programs, preregistration).

Procedures need to be as simple as possible to get the job done; in other words, they should be workable and efficient. In developing them, building guidance program staff leaders seek input from those who have responsibility in carrying them out; for example, teachers participate in student advisory program planning. What the procedures are and how individuals are to carry them out need to be communicated clearly and succinctly, although some rationale information is often helpful. Most people want to know *why* something has to be done a certain way.

Monitoring how procedures work and constantly seeking input for better ideas leading to smoother, more efficient operations are a must. Better ideas do come up. Most individuals like to provide input and feel that they have some say in what they are asked or required to do. Debriefing big activities with the faculty and with the counseling staff is critical to the success of the activity the next time around.

Monitoring how procedures work includes monitoring how individuals are carrying out their parts. Individuals who consistently do exceptionally well with their responsibilities are acknowledged. Data regarding those who consistently do not do well are provided to the building administration as well. How faculty members contribute in schoolwide responsibilities is a legitimate topic for their performance evaluations. Building guidance program staff leaders have the responsibility to report information objectively and professionally to the administration. (This topic is discussed more fully in Chapter 7.)

Administrative, Faculty, Staff, Students, and Other Program Consumers' Support

School counselors and building guidance program staff leaders have substantial competence in developing positive school climates. "Being in a positive work environment, one with favorable interpersonal relations among the school staff members, is essential to the effectiveness of the comprehensive guidance program" (Texas Education Agency, 1991, p. 40). Building guidance program staff leaders work hand in hand with other school leaders to maintain positive climates. In so doing, they not only provide the right environment for the guidance program and the staff but also earn support for the guidance program. The support comes as a result of the value of the content shared and as a result of the rapport built with other school leaders. These two ingredients—valuable content and good interpersonal relationships—are essential in developing and maintaining support for the program and for the staff from other building staff leaders and staff members. (This topic is discussed again in Chapter 4.)

Building guidance program staff leaders have support to provide as well. Guidance program staff members not only need and want this support but also want it expressed. Opportunities for demonstrating support are plentiful: for jobs well done, for big tasks tried and accomplished, for risky tasks attempted, for difficult tasks, in tense situations, and in grievances they have or others have about them. Leaders need to be aware of the needs of the individuals on their staff teams and meet these needs, within professionally appropriate boundaries. Co-dependency is inappropriate; ignoring a staff member's attempts at competence is inappropriate. Formal means for providing support are discussed throughout the rest of the book. In the resources context, the point is that building guidance program staff leaders are leaders of their department staff and of other school staff members. As such, their formal and informal support is a resource that should be used wisely.

Being Accountable

Accountability for the use of resources is the responsibility of building guidance program staff leaders. Monitoring the efficiency of resource use occurs for each of the specific resources described above as well as for other resources applied to program implementation. Ideally, an accounting should be made of every minute of staff time, of every budget dollar spent, and of every supportive policy implemented. Such heavy accountability requirements, however, are not often demanded, but guidance program staff leaders consider how they can account for each resource appropriated. Responsible use of program and staff resources is critical to successful department management.

In addition to accounting for the use of each of the resources, building guidance program staff leaders and members also hold themselves accountable for the effectiveness and efficiency of their client management system and of their program as a whole. Measuring effectiveness is a matter of program evaluation and is discussed fully in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994). Measuring efficiency is a matter of accountability. (As children say, "See the 'count' in accountability?") As we are using it here, accountability is gathering and analyzing numerical data to measure the quantity of the benefits accrued from the quantity of resource expenditure, that is, "how many," "how much," and "how often" types of information.

Client Management

The client management system includes the methods used to assign clients to counselors, track client progress from initial contact to termination, and manage clients' cases. Accountability data that are kept include various sorts of client records, such as counselors' files and records, personal notes, and referral forms, as well as hand-kept or computer-based tracking systems of client contacts, such as sign-in sheets, logs, or legends of the status of referrals to other programs or specialists.

Aggregating the data from these sources provides information as to the numbers of students, teachers, or parents seen by individual counselors, how often individuals were seen, numbers of clients achieving certain steps as a result of guidance and counseling activities, numbers of students benefiting from more than one guidance program activity, numbers of students referred out, numbers of students who completed referral, and so on. These numbers support information regarding the percentages of students who experience the program as a whole and the various activities provided, and information regarding the numbers of students served by individual staff members or facilities. Having expended a great deal of effort to remodel their guidance program, Lincoln High School's team leader used as a measure of its success the data that "Eighty-two percent of the students indicated they had received help from counselors during the year" (Lehmanowsky, 1991, p. 342). Their new program approach provided a structure accountable for student contact.

Drawing conclusions from this information provides feedback regarding the efficiency of individual staff members, the staff as a whole, individual program activities, the program as a whole, individual referral sources and referral as a strategy, and so on. When combined with evaluation data as to the effectiveness of staff members, activities, referral sources, and so on, sound decisions can be made regarding program improvements, including recommendations for resource redirection or acquisition. When combined with data regarding customers' perceptions of their satisfaction with the program and specific activities, conclusions and recommendations can be made about addressing program users' feelings regarding activities within the context of the amount of resources expended in specific areas. (An example of data that are often overinterpreted are those gathered regarding perceptions of program satisfaction.)

Program Delivery

While still concerned primarily for the welfare of the students as they participate in the program, building guidance program staff leaders provide systems that assure consistency of program delivery provided by guidance program staff members (e.g., consistency of carrying out their assigned responsibilities, levels of service, adherence to the plans for resource use). In other words, they establish systems for monitoring and evaluating staff members' accountability to efficient program delivery. Again, *efficiency* means numerical or other quantitative information to be used in conjunction with, not as a substitute for, data collected about the *effectiveness* of the program or the staff members' performance. These data answer such questions as "Was the program carried out as planned?" In Lehmanowsky's (1991) terms, "The team leader (department chair for the counseling center) is responsible for coordinating and monitoring the services offered by the counseling department" (p. 388). Accountability data support building guidance program staff leaders in assessing the quantity of individual staff members' performance as well as their level of compliance with the program plans. The data also support the team members in assessing their levels of accomplishment of the program plans collectively and individually.

If a quantitative needs assessment was conducted in designing the program, the data provide the baseline for gathering accountability data. If that is not available, building guidance program staff leaders and members develop data gathering systems that lead to meaningful interpretation and evaluation of the efficiency of the department's operations. As with any data collection system, it should be easy to use. A recurrent accountability strategy for school counselors is that of tracking the use of their time, as mentioned above. In one of his studies, Fairchild (1993) found that "Of the practicing school counselors surveyed, 67% indicated that they currently were collecting some type of accountability information" (p. 365).

Gathering the information is followed by staff members' interpreting the information and, ultimately, making needed improvements in the delivery of the program. It is the responsibility of building guidance program staff leaders to see that these steps are taken with integrity and that meaningful changes take place. The leader analyzes the data and draws conclusions both independently and with the group as a whole. Attention is paid to clarifying the limits and legitimate uses of the data (i.e., that they are not measures of effectiveness).

As a group, staff members are guided to assess the efficiency of the program activities and components as delivered. As debriefing the apparent quality of an activity or series of activities is a useful means for continuously improving the quality of activities, so is debriefing the quantitative information. Numbers, however, are apt to be challenging for some staff members. In addition, although numerical information is called "hard data"—as though it represents immutable truth—data can be interpreted to mean a range of things. It is important to identify assumptions that group members use in interpreting the numbers and to guard against individuals who are comfortable in working with numbers overpowering the analytical thinking of other group members.

Individual staff members are assisted to assess the efficiency of their own performance. Data, in context, do provide feedback, and as such are useful tools in helping individuals better see themselves in action. The efficiency of their colleagues is not their business, but the data may be available to them. Handling that matter of privacy and competition is not unlike helping students handle test results information properly.

Recordkeeping systems are monitored for their efficiency and usefulness and revised as needed. Reports summarizing the data, the conclusions, and the recommended actions are written for audiences who would benefit from the information and to garner support for identified, desired improvements. As identified by Fairchild (1993), the value of amassing counselor time use and other accountability data also includes demonstrating effectiveness to others, improving quality of services, communicating diversity of services provided, assisting in professional development, and planning service delivery.

Staff Meetings: The Vehicle for Making It All Happen

Bringing staff members together as a group to work on the guidance program is mentioned above as a strategy for accomplishing many of the program-related tasks. It is also a powerful vehicle for enriching feelings of empowerment in each staff member and of the group as a whole. Official meetings of the staff provide structured, regular opportunities for carrying out department business. There is, as you have just read about and that is summarized below, much intradepartment business to be done. This business is too important to the health of the department as a staff group and of the program to leave communications to chance.

Meeting Logistics

We recommend that staff meetings be regularly scheduled for specific days and times, so that they can be plotted on every staff member's calendar. Because of the quantity of items to be addressed and the value of the staff members' resources, we have found that meetings of staff members who work in the same program are most meaningful when they occur weekly. Meetings of staff members who work in similar programs under the same guidance program staff leader but in different buildings may occur less frequently but no less than once a month with that leader. Attendance at such meetings is mandatory.

Beginning and ending times are set and adhered to. Small staffs of two or three people average 1-hour meetings. Larger staffs need more time, but 2 hours is probably long enough. Picking times that are typically in some control of the counseling staff (rather than Monday mornings or Friday afternoons!) is important. They are not scheduled for times in conflict with some other regularly scheduled and important meetings (e.g., faculty meetings). For open-ended meetings, scheduling them to begin toward the end of the work day and to flow into personal time if they go on too long is one way of ensuring the true importance of a topic being discussed at length.

Building guidance program staff leaders plan and conduct staff meetings. Effective leaders balance attention to task and to relationship issues. The meetings reflect this balance, within the parameters of the work setting. They provide time for getting work-related tasks accomplished and information shared. They are also time for nurturing staff members' collegiality and enjoyment in working together. The agenda is the tool for structuring the group process.

Agenda items, as much as possible, are announced ahead of time so individuals come prepared for the discussions. However, flexibility in using the agenda is at the leader's discretion; for example, the agenda may represent the topics to be discussed during the course of the meeting but not the chronological order in which they are addressed. As with any group, items that arise spontaneously and are needed by or important to the group members should be discussed. If topics arise for which staff members are not fully prepared or that may need more time than is available at one meeting, they should be noted for inclusion in the next or a subsequent meeting. Some example agenda items are offered in more detail below, and a boilerplate agenda is provided in Figure 3.2.

FIGURE 3-2

GUIDANCE DEPARTMENT MEETING PROTOTYPE AGENDA

- I. Pressing Issues in Program Implementation
  - a. Review of events of the past week
  - b. Plans: Content and logistics
    - 1. Guidance Curriculum
    - 2. Individual Planning System
    - 3. Responsive Services
      - (a) Activities
      - (b) Individual case consultations
    - 4. System Support
      - (a) Other program management issues
      - (b) Professional development issues
      - (c) Other program/services issues
  - c. Summarizing staff responsibilities for the week
- II. Program Development Task of the Week (Planning/Designing/Implementation/Evaluation)
- III. Performance Improvement System Events
  - a. Supervision activities schedule
  - b. Professional development goal progress reports
  - c. Performance evaluation events
- IV. School/District News
  - a. Guidance department
  - b. School
  - c. District
- V. Other Resources Management
  - a. Other staff involvement
  - b. Budget status
  - c. Materials acquisition/sharing
  - d. Information sharing
  - e. Data collection/ideas
- VI. In-service Moment
- VII. Work Team Issues

Items for Next Meeting

As much as possible, having a regular place for meetings is helpful. Meetings should be held in rooms that accommodate comfortably the full complement of staff members. These are business meetings, however, and do not have to be overly comfortable or too far away from the natural work habitat. They occur in locations that are central to the work sites of the staff members, particularly if the staff members are coming from widely separated geographical locations.

Meeting Purposes

The purposes of the meetings are many. They facilitate all important communications between building guidance program staff leaders and staff members, and among the staff members. They provide opportunities for staff members to collaborate and to talk with each other, not about each other. They help meet staff members' needs for association and collegiality, support empowerment through the use of the group process, provide a medium through which the department support team can work, and contribute to having and maintaining a healthy work environment with camaraderie.

Groups need (demand) consistency for group members to be comfortable with the group, for the group to establish its rules and norms, and for it to become a natural means for dealing with complex or sensitive issues. Some of the topics we have mentioned that require this naturalized environment are the sharing of visions, making group decisions about program implementation details and improvement priorities, managing the change process, building and actualizing the team approach to program delivery, making organized use of resources, and developing and using accountability systems. For these discussions to be complete, ideas, values, and problems need to be addressed. Building guidance program staff leaders conduct group supervision in the staff meeting milieu. Counselors consult regarding problematic cases or ethical dilemmas. Long- and short-term planning are conducted; single-activity debriefing and comprehensive program evaluation occur.

Example Agenda Items

Promoting Continuous Improvement

More specifically, in promoting continuous improvement of the guidance program, building guidance program staff leaders use staff meetings to guide the ongoing program development/redevelopment process. Weekly topics vary according to the phase of the program development process the staff is in, whether in planning based on needs assessment at the beginning of the year, in designing the balance for the program activities for the next month, or in evaluation as extended activities or the year comes to closure. During the school year, "implementation" is so prominent that operational details of implementing program activities constitute a major portion of the agenda. During implementation the vision gets challenged and clarified and rethought through. In some instances, revision occurs. If one considers that the guidance program occurs in at least three contexts—the program, the performance improvement system, and the building and district—there are often contextual information sharing and reminders of tasks to be done. Program standards, professional trends and developments, performance improvement system standards and processes, and building and district initiatives or events continually bear attention.

Program Implementation

During the school year, the specifics of program implementation are the major focus. Debriefing the events of the previous week for gleaning ideas for future improvements is a good way to start each meeting. Specific plans for the upcoming week are finalized next. "Specifics" include content and resources for upcoming guidance curriculum lessons, individual planning session sessions, advisory program sessions, responsive services groups starting and ending, specific departments seeking consultation, and so on. Initial planning for future activities begins. Logistics specifics are also finalized for the upcoming week or weeks, for example, places, dates, times, materials, and staff assigned to various activities. It is up to the guidance program staff leader to manage the agenda and the time allotted to each item.

The discussion focus of the meetings reflects the focus of the program. If the meeting centers around nonguidance tasks, that, despite written rhetoric, is what the program is about. It is up to guidance program staff leaders to ensure constructive discussion of high-priority topics. If the guidance curriculum is to be the program priority for the year, it should frequently be the centerpiece in the discussions. If responsive services is the focus, it should get a lot of attention. It is also important for staff leaders to guard against lengthy discussions on negative topics. As with a counseling session, some "venting" is probably helpful, but, after the issues are aired and the feelings unburdened, moving on to positive items is what the business is all about.

Team Building

The usual activities for building the team approach deserve to take time and do take time. Making the weekly business-oriented staff meeting the [illegible] setting. It [illegible] or a placening day before or after the school year is more appropriate. But for ongoing team maintenance, the weekly meeting is the right setting. The meeting itself exercises the team. Established team rules for the group are upheld and apparent violations discussed. Examples of how the team has worked are also discussed. Teaming problems are worked on. Depending on the boundaries set by the team, time might be taken for working on individuals' problems within the team or elsewhere in the work environment.

Managing Resources

As described in a previous section of this chapter, managing the resources of the program involves the group. The topics are "seasonal," depending on the resource and the phase of the resource management system (e.g., request, acquire, and allocate) the staff is in. The group has valuable input to add to the process, from helping develop the rationale for resources acquisition, to sharing information about resource availability (from vendors to materials), to matching resources with program needs, to monitoring the management systems, to discussing gathered data, to analyzing information on an as-you-go basis or summatively. Many of the staff leader's organizational strategies occur during the staff meetings, for example, adding master plans to the calendar, reviewing the longer range plans, and reporting progress on action plans. Much of information sharing to achieve coherence can occur during this regular time (e.g., from a new agency that has opened in the community). Initial or final input into the development of procedures for schoolwide activities can be garnered.

Group Process Reminders

This book is not the place to go into detail regarding group processes and ways to manage and use them. Effective group processes are an important means by which to maintain a healthy interpersonal climate, and at the same time a group's processes are the result of the climate. They not only facilitate cooperation and collaboration but also tell building guidance program staff leaders how things are going with staff members. Whether the group's purpose is to be an efficient and effective communication device regarding the group's work or to be the vehicle for a team approach to program improvement and implementation, the more competent guidance program staff leaders are in group process leadership, the more effective these and every other staff-related activity will be. Our recommendation is for building guidance program staff leaders who are not skilled in or whose group skills are rusty to pursue a refresher course or some professional development. The group is a powerful tool and is a vehicle for enhancing the leader's power in relation to the designated "followers." Demonstration of competence in managing staff members' interaction is critical to staff leadership success.

In the group, staff members will act like any other group, even though they have more cognitive information about groups. In fact, the literature on parallel process would indicate that the more skilled the staff members are, the more they take on these roles. In any case, the more guidance program staff leaders recognize them and respond accordingly (e.g., encouraging the initiator, facilitator, synthesizer, energizer and discouraging the critic, cynic, dominator, recognition seeker), the more productive groups become. Disallowing aggression, inappropriate self-disclosure, and special interest domination are examples of "controls." Eliciting help from individual group members can also be useful (e.g., appointing recorders, timekeepers, facilitators). Sharing leadership roles, which result in [illegible], helps some groups work more cooperatively. Effective building guidance program staff leaders are careful about undermining their own leadership roles or abdicating their responsibilities, however.

As we mentioned earlier, an agenda is a useful tool for structuring group process and for keeping the dynamics of the process within boundaries. There are times when task issues are more important to the group than are relationship issues, and vice versa. Groups go through phases of productivity—in which both task and/or relationship work are positive and progressive—and counterproductivity—in which task and/or relationship work have a negative or regressive focus. Using an agenda to right these times of imbalance is helpful. For example, if (or perhaps we should say, when) a group becomes overly emotional in its interpersonal dynamics or its subject matter, emphasizing task work for a while and focusing on business to be done help "right" the imbalance. Free flow "sharing" or overdomination by one person's issues (even if they are work related) or personality should be limited. Time used in these meetings should represent group issues and concerns. Building guidance program staff leaders must attend to specific interpersonal issues or individual problems outside of the meeting context.

What These Meetings Are Not

An important part of group process is to determine what the purposes are of the group and to establish boundaries for what the group is and is not. This should be done by each group for itself. We offer some generalizations from our experience. Except in unusual circumstances, these group meetings are meetings of staff members who work together and for whom working together is a pleasure. These meetings are not counseling or encounter groups. They are not retreats or play groups. They are not staff development activities, in the sense of a time and place for in-depth professional growth. Nor are they the place to accomplish major projects. Project accomplishment meetings are different from staff meetings in that they are single-agenda meetings focused on an assigned task. Project meetings are usually subsets of larger staff meeting groups, and they may have different leaders, depending on who has been delegated the responsibility for project development.

If the Building Guidance Program Staff Leader Is Not a Professional School Counselor

Although it is better if they are, building guidance program staff leaders do not have to be school counselors by professional affiliation in order to empower guidance program staff members to carry out an effective and efficient guidance program. As introduced previously, by applying sound administrative practices, acquiring training as needed, or subcontracting specific responsibilities to professional school counselors, generalist school administrators can establish healthy interpersonal climates among guidance program staff members, promote continuous improvement of the program and counselors' performance, build and maintain a team approach to the program, manage and be accountable for program resources, and conduct productive staff meetings.

Effecting each of these with guidance program staff members is not unlike effecting them with any program staff group. Effective administration and management skills and practices are the basis of what is required. Ways to empower staff members, holding their attention to what has been identified as most needed and important for the students, nurturing professional collegiality, and using effective group processes are administrative responsibilities. Clarifying and maintaining program and performance standards, managing resources, and being accountable are management responsibilities.

Effective generalist administrators also learn enough about guidance programs' "basics" (e.g., the program foundation and delivery structure, activities comprising the program components, appropriate content for guidance activities, and program design processes and their meaning) so as to understand staff members' communications and to assist them in decision making and problem solving. Guidance-specific content is available from several sources. The guidance staff members themselves represent expertise in guidance and counseling programming, skills, and issues. Formally delegated leadership or informally recognized expertise can be trusted by administrators. The district administration may have someone with guidance expertise with responsibility for the quality of the guidance program in each school in their administrative jurisdiction.

Regional, county, or other intermediate educational units may have guidance program expertise available to provide training resources or for subcontracting specific tasks in which guidance content knowledge is critical or if the staff is not current in its knowledge. Local professional counseling associations may have resources or be a link to the network of expertise that is needed. Many state education departments have guidance consultant staff or written technical assistance documents (guidance program guidelines) available.

There are 400-plus university-based counselor education program across the country, with several in each state. The educators of school counselors are valuable resource people as well. In several states, the state counseling associations and school counselor associations are offering program development assistance. The American Counseling Association and the American School Counselor Association offer resources as well. The wheel of the program model does not need to be reinvented, just shaped and painted to match your school's students and mission. Transporting the guidance staff relies on your administrative and management skills.

Concluding Thoughts and a Look Ahead

This chapter has described ways in which building guidance program staff leaders assist staff members for whom they are responsible to develop and deliver an effective and efficient guidance program in the building. Guidance program models are described elsewhere (Gysbers & Henderson, 1994). As has been stated, the primary resources applied to the guidance program are the talent and time of the school counselors. The program provides the context for the use of these resources. Chapter 4 describes ways in which building guidance program staff leaders advocate for their programs and staff members with those outside of the department: building principals and other leaders, teachers, parents, representatives from the community, and colleagues in the school district.

Chapter 4

Advocating for School Guidance Programs and Staff Members

Competencies:
Is sensitive to the organization
Manages interaction
Advocates for the program
and the staff members
Applies political skills

As administrators of guidance departments in school buildings, building guidance program staff leaders represent the guidance program and its staff members in external contexts at the building, district, and community levels. They advocate for the program and what it provides for students, parents, and the community. They also advocate for the professionalism of school counselors, as a group and individually. Bringing the guidance perspective to groups outside of the department contributes to solving problems in the building and further develops a support base for the guidance program. Drawing on their professional communication, consultation, and political skills, building guidance program staff leaders interact with individuals and groups representing a variety of agendas, from teachers and parents acting on behalf of their children to elected officials establishing policies on behalf of students at the local, state, or national levels.

This chapter describes more fully the basis from which building guidance program staff leaders carry out these responsibilities: the rationale, the role and various functions, and the development of meaningful professional and public relationships. Operating in external contexts extends skills already acquired by professional school counselors: communication, consultation, and political skills. Finally, this chapter includes examples of recurrent agendas, situations, or issues that arise in school buildings and districts, with parents and families, and in communities, including the mental health, professional counseling, and political communities.

The Basis

The Rationale

Building-level guidance program staff leaders provide bridges between their guidance programs and staff members and the other systems that affect their students for the purpose of providing them better services. In linking these systems, they address a variety of agenda items. Some of these items are from the guidance department, some belong to the other systems, and some serve blended purposes. Building guidance program staff leaders fulfill administrative and consultative roles in relating externally. Sometimes the circumstances allow them to act proactively. Sometimes they are called on to be responsive, and sometimes they have to react to situations.

The purposes for linking the guidance program and other systems are threefold. On behalf of students directly, guidance leaders help open up these systems. To benefit students indirectly, they influence systems to better work with students. Effectively built bridges also enhances the image and work of the guidance program. Systems that are essential to the education of students are their families, the community agencies that serve them, and the educational system within the building.

"Parent involvement has been identified as a critical variable in successful academic programs. . . . An effective counseling program should include proactive cooperation of the home and school" (Smith, 1994, p. 182). Through this cooperation and pooling of resources, students are better helped to resolve the problems that bring them to the attention of the counselor. Through this cooperation, parents and family members can more fully carry out their roles as advisors to students as they make their educational and career plans. Chapman, DeMasi, and O'Brien (1991) found that more concerted work needs to be done in bringing the counselor and the parent together in partnership.

Linkages with the community outside the school benefit students directly and indirectly. An advantage to having and articulating a guidance program framework

> is that community agencies are more likely to cooperate in coordinating remedial efforts, rather than become embroiled over who should provide services. . . . [For example, a framework] allows these same agencies to cooperate in providing intervention and prevention services to a school-based intervention team. (Smaby, Peterson, Bergmann, Bacig, & Swearingen, 1990, p. 372)

Business and other community representatives are able to understand where their resources "fit" in the total picture of the guidance program, not only validating their contributions but also educating them about the contributions of the counseling staff.

By linking with other educators in their buildings, guidance program staff leaders secure benefits for students. In the building organizational structure recommended in this model, guidance program staff leaders report directly to principals and are connected collegially with the leaders of other programs. Direct benefits result from mutual support and acting in concert; for example, infusion of guidance curriculum in daily instruction or effective advisement by every staff member to all students requires full collaboration between teachers and counselors. When administrative procedures that involve more than one department are developed by those departments working together, students are better served and resources more efficiently used than when individual departments operate in isolation from one another. Independent actions may not only be inefficient but may also be counterproductive.

Students benefit when understanding between systems is enhanced. For example, the better counselors understand the dynamics in today's classrooms, the better they are able to share their knowledge of behavior management theories and techniques with teachers. And, conversely, the better teachers, administrators, and parents understand the guidance program, the better they are able to help students use the program and its services. "I believe that considering the concerns that some parents have about school counseling—some views seemingly outrageous and others quite legitimate—can help counselors improve and enhance communications, trust, and respect between themselves and parents" (Kaplan, 1996, pp. 165–166). As Posey (1992) stated, relating with others "means building understanding among our publics so they can intelligently use, evaluate, and aid in the improvement of our counseling and guidance programs" (p. 59).

Policy support for the guidance program comes from the building and district administration, school board, teachers, parents, and other constituents.

> In order to have a successful counseling program in any school district, a good support system and a strong foundation must be built. Continuation of any program depends on a base of support from parents, students, teachers, and administrators. Any program may be dictated by administrative needs if the basic philosophy and rationale for the program is not fully developed and understood by a community support system. (Rye & Sparks, 1991, p. 263)

Furthermore, "when school counselors do function effectively within the school, their assistance to students and parents should, in turn, help enhance the image of the school and also that of the administrator" (Ribak-Rosenthal, 1994, p. 163). Where school counselors are working in concert with the mission of the school building and doing what they are trained to do, their jobs are not in jeopardy, but rather are in great demand. The student needs for guidance and counseling are recognized, as are the contributions made by school counselors.

The Agenda

The agenda items addressed with external groups include those that serve the guidance program, those that serve other programs, and those that serve mutual purposes. A guidance program topic that exemplifies the need for multidepartment consideration is explaining the planned small-group counseling offerings for the year and establishing procedures for the students' release from classes. An item that exemplifies the need for a guidance department's assistance to another department is brainstorming with that department about new ways to educate students regarding their curriculum offerings. Items of mutual interest are exemplified by the designing of procedures for student course selection, registration, and scheduling.

Through their linkages with other building staff leaders, guidance program staff leaders demonstrate the commitment of the guidance program and the school counselors to the mission and goals of the building. They ensure that the guidance program and counseling staff are supportive of the educational environment. They participate in buildingwide improvement and problem-solving efforts. Through understanding their roles in relation to the building's overall mission, their activities support that mission. The relationships between the school counseling staff and the staff of other departments are enhanced when the mutuality of their goals is clear.

The Roles

In providing leadership outside of the department, building guidance program staff leaders fulfill administrative and consultative roles. In the administrative role, they work from a perspective of responsibility for the total building and school system. They recognize that the primary purpose of school is student learning, and their focus is toward the best interest of groups of students rather than the unique needs of an individual student. In planning and problem solving, they are oriented toward action and the achievement of concrete results.

In the consultant role, they provide guidance expertise as it would benefit others' fulfillment of their roles. Guidance expertise includes content and skills that are valuable to students and adults. As fully described in the literature, guidance content addresses such personally meaningful topics as self-esteem, motivation, making wise decisions, career and human development, managing change, getting along with others, and so on. Counseling expertise includes such widely relevant skills as those needed to communicate, interrelate, solve problems, and help others effectively. In helping teachers and others to address these content and skills, building guidance program staff leaders fulfill a consultant role.

Given the wide array and number of external groups with whom the guidance department and staff relate, professional school counselors may be delegated responsibilities from their staff leaders to represent the guidance department and program with specific groups. Leaders need to select such representatives carefully, so that they are putting the department's best foot forward into the context in which they will be acting. The designees need to be cognizant of the responsibility to represent the department as a whole, not just themselves as individuals. The representatives need to be instructed in their roles and responsibilities, as well as the relevant positions or platforms of the department.

The Circumstances

Different circumstances demand different types of responses from building guidance leaders. Within the structure of the building, much of the work with administrators and other staff leaders is proactive, occurring through regular meetings in anticipation of upcoming events. Sometimes in their work with others outside the department, guidance program staff leaders are responsive or reactive to events initiated by others. For example, when it becomes evident that a group of parents, or teachers, or parents and teachers have a concern regarding the guidance department, its program, or one of its staff members, building guidance program staff leaders respond. As with the provision of Responsive Services (Gysbers & Henderson, 1994) for students, such responses are best when planned and systematically implemented. Sometimes, however, situations call for reactions; for example, irate parents knock on the staff leader's door to express their complaint about their child's counselor or a tragedy occurs involving one of the students or faculty. Reacting appropriately to situations that could impair the educational environment or could threaten the safety and well-being of students and staff challenges guidance program staff leaders' skills in this area of responsibility. Responding or reacting fits a continuum of functions, as described in the next section of this chapter.

The Functions

There is a continuum of the level of involvement by building guidance program staff leaders with an agenda item or event. Levels of involvement range in the degree of participation, energy expended, and commitment made by guidance leaders. Indicators of the degree of participation include their intellectual, time, political, as well as professional contributions. As depicted in Figure 4-1, at one end of the continuum, building guidance leaders are present at activities to represent the guidance department; at the other end they actively advocate on behalf of someone or something. In between, guidance program staff leaders inform, welcome, reach out, support, cooperate, collaborate, and consult to or with others.

Represent

At the least active end of the function continuum, representation of the department sometimes means simply being present in situations that suit the legitimate purposes of the department.

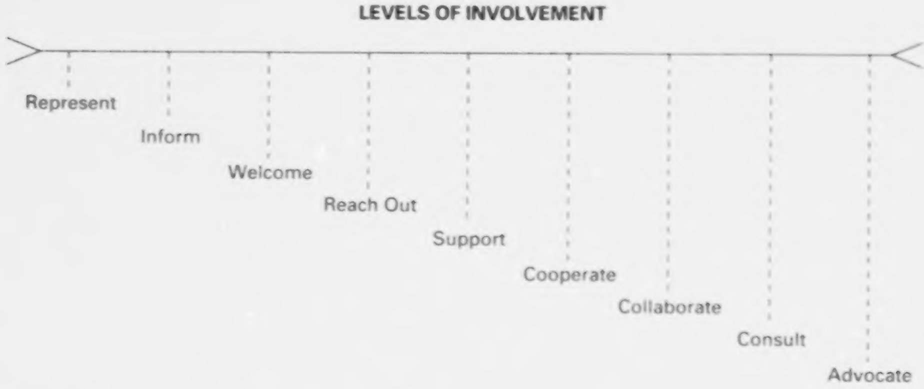

LEVELS OF INVOLVEMENT

FIGURE 4-1

Merely symbolic presence serves some useful ends. If the situation is a major school event (e.g., high school graduation, career day, student recognitions, and football games), symbolic representation implies some connection to the event, indicates support for it, and provides visibility for the department. If some work was contributed by the guidance department, then the recognition of that is important for department staff as well as by the "audience" attending the event. Indications of support are appreciated by those who did the work or to whom the event is significant. Building guidance program staff leaders need to remind themselves of how important such symbolism is to their colleagues, students, and parents. When tasks pile up and choices are made between activities, it is easy but unwise to choose to not do symbolic functions.

Another slightly more active form of representation is when building guidance program staff leaders sit on or with groups that address items or issues that directly or indirectly affect the guidance department and the guidance program. Such groups may be task forces working on special projects (e.g., curriculum development, school yearly schedule, or schoolwide discipline committees) or may be ongoing school decision makers (e.g., school site advisory or improvement councils). As such groups are working, it is important for them to keep the guidance program and department in mind. The physical presence of the guidance program staff leader helps that happen. As professional educators and building leaders, guidance program staff leaders often have good ideas to contribute to the work of the group. Sharing their ideas and experiences enriches the ultimate group product and assures the guidance perspective has been considered. At the very least, having the guidance program and department represented at the table means that decisions are less likely to be made that are contrary to the mission and agenda of guidance.

Inform

An important function of building guidance program staff leaders is that of bringing information from the guidance perspective out to other systems and bringing information from the perspectives of these other systems to the guidance department. With other groups, they have opportunities to articulate and explain the benefits, tenets, standards, and "rules" of the guidance program and the school counseling profession (e.g., the ethical and professional standards). Groups that benefit from information about the guidance program are not only those as described above but also any other group that is or may be affected by the operations of the guidance program; for example, the teaching staff as a whole, PTAs, local business groups, or community-based service clubs. Such information sharing may be done in informal discussion groups or may call for guidance program staff leaders to make formal presentations regarding the program as a whole or some aspect of it. Needless to say, putting the department's best foot forward is called for.

In turn, while working with other groups, building guidance program staff leaders learn a lot about the benefits, tenets, standards, and rules of other programs and systems, as well as the details of their operations. Guidance programs and school counseling staffs fulfill roles central in the total school program, with the rest of the building staff, and with the array of school constituencies. From understanding the mission of another program to its small, relevant operational details, the more information available to guidance department members about the workings of other entities, the more effective they can be, on behalf of their own work as well as for the students they serve.

Welcome

Representation and bringing information to other groups typically involve building guidance program staff leaders going "out" to those groups. Their participation is dependent on others informing or inviting them. On the other hand, they have autonomy in establishing a welcoming climate in the guidance office. Such climates ensure that guidance department staff members welcome each and all of their clients regardless of their individual or cultural *differences*. Welcoming climates are those in which human beings are respected and valued, greeted as though they belong there, and otherwise treated as important to the work of the department at that time. They are places in which positive interpersonal and effective communication skills are in use. Individuals know that the guidance department is a place to be listened to, heard, and helped. They might even be encouraged to enjoy themselves and be happy.

Outreach

Outreach "is reaching out to those in need for the purpose of making a helpful difference" (Kurpius & Rozecki, 1992, p. 176). Rather than "being available" in the office if someone wants to reach in, building guidance program staff leaders reach out to others with whom they need to work. Parents are a primary client group for outreach, as are building administrators, teachers, and other school staff, as well as people in the community who augment the guidance program (Gysbers & Henderson, 1994).

Outreach to parents is often done on an individual, case-by-case basis; however, there is also need to make concerted effort to more fully enlist parents' involvement in the schooling of their children. Planning and systematically reaching out usually make these efforts effective. Working with and through parent representative groups (e.g., PTA, extracurricular-related booster groups) often helps. Outreach to school staff and community representatives also is most effective when done purposefully. Purposes of reaching out include enlisting their support, cooperation, or collaboration in carrying out guidance program and department agendas, offering the same for theirs, and identifying shared agenda items or those in conflict.

Support

Support entails knowing what another's agenda is and demonstrating agreement with it. By definition it is not an initiating or active function. It is a function that is often sought. As described in more detail in a subsequent section of this chapter, building guidance program staff leaders seek the support of the same groups identified earlier. Outreach, however, defines efforts to bring people into the guidance program or department to benefit from its activities or services. Support defines efforts to bring others alongside the program or department to better provide its activities and services to others. Parent leaders might support the guidance program staff members' outreach efforts to provide parent education activities, for example. As experts in human development and needs, guidance program staff leaders' support is often sought by teacher leaders wanting to improve some aspect of their instructional programs based on student interests. Guidance program staff leaders and administrators support each other's efforts to enhance the interpersonal climate in the building. Building and district guidance program staff leaders support each other's ideas in helping other administrators, for example, understand how they might improve the program.

Cooperate

Cooperation is a more active function than support, but it implies helping others so they can accomplish what they want. It is not an initiating function. In some cases it means not opposing the work of others. In others it means sharing information while working on related goals, but not pooling the work efforts. For example, when building guidance program staff leaders are gathering data to support performance evaluation, they often seek cooperation of building principals. Principals cooperate by providing information available to the administrative office. Guidance program staff leaders might cooperate with teacher leaders' efforts to assist students' career development by helping them use the Career Center effectively. They often cooperate with community-based mental health service providers in effecting the transition of clients between their two systems. Building guidance program staff leaders cooperate with district guidance program staff leaders in educating new counselors to district expectations and practices.

Collaborate

Collaboration means actively working together with others on shared agendas. For example, when building guidance program staff leaders are gathering data to support performance evaluation, they often seek the assistance of building principals in analyzing the data and drawing meaningful conclusions. Principals and building guidance program staff leaders work hand in hand on these projects, each providing information from and the perspective of their offices. With teachers, guidance program staff leaders might team teach guidance sessions developed to assist students' career development through instruction and research in the Career Center. Guidance program staff leaders and community-based mental health service providers often collaborate on shared cases throughout treatment, as long as the student is in school. Building and district guidance program leaders work together to craft policy language that serves the aims of the guidance program and staff.

Consult

Although we believe that all of these advocacy and involvement functions require applications of consultation skills (described more extensively in the next section of this chapter), sometimes building guidance program staff leaders fulfill a consultant function in their work with others. As well defined in counseling literature, consulting is an educational or problem-solving process whereby one party (the consultant) shares expertise in an attempt "to assist a second party (a consultee) to provide some service to a third party (the client system)" (Dougherty, 1992b, p. 163). Guidance program staff leaders consult with school administrators to develop positive multicultural climates in school buildings, for example. They assist teachers to do the same within their classrooms. They consult with parents on effective parenting practices. They consult with individuals who work outside the school system about the school system and its operations.

Advocate

Advocacy is "a process for pleading the rights of others who for some reason are unable to help themselves" (Kurpius & Rozecki, 1992, p. 179) and for championing ideas, beliefs, or programs that for some reason are undersupported by others, working for "a cause beyond oneself" (Glickman, Gordon, & Ross-Gordon, 1995). Goals of advocacy often are "to alleviate social, psychological, or educational inequities and to prevent similar circumstances from occurring in the future" (Kurpius & Rozecki, 1992, p. 179). Building guidance program staff leaders advocate on behalf of clients served by the program itself and guidance department staff members. In some circumstances, they advocate for individual clients, for example, for students or parents who are misunderstood, mistreated, or ignored by the school system, as those clients strive to work their way through the system's channels. In other circumstances, they advocate for groups of clients, for example, interpreting the advantages and disadvantages of encouraging at-risk students in contrast with punishing them.

Central to their job responsibilities is advocacy for the guidance program and for guidance department staff members, individually and collectively. When the integrity of the program or of individuals' work within it is challenged, building guidance program staff leaders advocate on their behalf. In many instances the need to advocate is based on the standards of the school counseling profession itself. In not fully understanding the guidance program or the tenets of school counseling, administrators or other staff groups make decisions that impair the integrity of the guidance program; for example, building principals sometimes ask school counselors to fulfill disciplinary roles with students. Such roles impair the interpersonal basis of school counselors' work with students. Teachers and parents sometimes demand information about students that is confidential and that, in the school counselor's judgment, they do not need to know. Members of the community often have incomplete information about the school and the guidance program and draw negative conclusions based on this lack of information. Building guidance program staff leaders advocate by providing information and consultation, by asserting their ideas, and by sharing their passion for their work and for the worth and dignity of individuals. Sometimes advocacy calls for them to use available appeals channels, to take cases to increasingly higher administrative levels until acceptable conclusions are reached. When situations warrant (e.g., the integrity of the program or a professional is at stake or the profession's values are abrogated), they pursue alternative courses of action (e.g., political remedies).

The Relationships

It is obvious that fulfilling these functions rests on building guidance program staff leaders' abilities to develop relationships with diverse groups of people. Working with the ever-widening circles of "others" who are significant to the guidance program and staff challenges new staff leaders to transfer their counselor–client rapport-building skills to new domains. At the base of rapport between individuals is a feeling of harmony, affinity, and understanding. These contexts, at minimum, require understanding others' agenda and demonstrating that understanding in thoughts, words, and/or deeds. As with all interpersonal relationships, they flourish in an atmosphere of mutual respect and trust. Ideally, "for communication to be honest, truthful—to flow—there must be respect" (Ilowit, 1995, p. 94). For the interactions to be productive between building guidance leaders and others who are significant to the guidance program and department, respect is essential. Trust may be harder to attain.

Relations external to the guidance department are not always full ones. They are short term, of limited purpose, and are based on incomplete information. They are formed in the environment of the school and the workplace, and are built to accomplish tasks and goals and to solve problems. These key differences between the relationships of counselor–client and building guidance program staff leaders–"program-significant others" bear remembering. Although these relationships may be helpful, the latter are not "helping relationships." Although it is important for the individuals in any relationship to get along, in these relationships the goal is to accomplish the agenda of the guidance program or department. Thus, from time to time in these relationships, guidance program staff leaders are assertive, even confrontive.

These relationships require building guidance program staff leaders to be credible to the program-significant others. Credibility is built not only on the capacity to articulate guidance agenda, but also on being perceived as having power in the shared environment. Guidance program staff leaders' sources of power and influence were described in Chapter 2. The essence of these relationships stems from having something that others want and that can help others meet their needs and achieve their goals. Thus, helping others know what you have (e.g., meaningful services for students in the program, professional skills that help individuals), relating how that would benefit the accomplishment of others' goals, and being willing to share that for achieving mutual purposes are the bases of credibility.

The relationships between building guidance program staff leaders and program-significant others are vulnerable to imperfections and flaws. Mutual understanding, respect, trust, and credibility are difficult to build in relationships that are only minimally developed and in which common goals may be hard to identify. The social influence capacity of the involved parties may be in conflict, in competition, or simply not understood. Guidance program staff leaders' legitimate power is not always understood by others, especially those from outside the school setting. Their informal power often stems from a strong interpersonal affiliation with others in power (referent power) and may be unknown to others or may be a cause for jealousy.

Flawed as these relationships may be, they may still be necessary to maintain. In these situations, building guidance program staff leaders strive to maintain their professional detachment and objectivity, keep focused on relevant agenda and goals, and act in good faith. Whether building leaders are representing or advocating, they are doing so on behalf of someone or something else. Except in rare situations, they are not advocating for themselves, but for clients, the program, and/or the staff, which makes detachment and external focus easier to maintain. Challenges arise, however, when individuals who are the other half of the relationship do not; for example, when they lose objectivity and get angry, when they shift the professional agenda to personal ones, or when their motives are personal and not in the students' best interest. Examples of this last one, which happens frequently, are parents who use specific issues to promote their own platforms in anticipation of running for school boards, or teachers with businesses on the side who want information for those purposes, or administrators who have adopted laissez-faire leadership styles with goals of keeping peace in the family of staff members.

The Skills

The basic skills that are used in the advocacy roles and functions just discussed are communication skills, consultation skills, and political skills. These skills are described extensively in the literature and in practice and are not dealt with in depth here. What is provided is a listing of those skills that are particularly vital in external contexts. Although the skills are basic, and not unlike basic counseling skills, the applications may vary depending on the group and on the issues ("agenda") at hand. In a subsequent section of this chapter, examples for groups that are significant to guidance programs are provided.

Communication Skills

As in other applications, communication skills that are essential along the entire representation–advocacy continuum are expressing and listening. Building-level guidance program staff leaders are able to articulate effectively the agenda of the guidance department. The guidance agenda is based on the application of the program and professionalism standards. Expression entails being knowledgeable, assertive, and persuasive. It is best when it reflects openness, honesty, and integrity. Articulation may be oral or written.

To represent their constituents well, building guidance program staff leaders are able to hear and understand the agenda of other groups or individuals. Sometimes these agendas are clearly expressed; sometimes they are inadequately expressed. Sometimes they are overt; sometimes they are covert. "Hearing" others' positions often requires good listening and reading skills in that others' agendas are also expressed orally and in writing.

Situations often arise that call for building guidance program staff leaders to use mediation skills, and sometimes their conflict or even anger management skills. Their positions of centrality in buildings take those of regular school counselors to a different level, as they provide the opportunity for appeals and reviews for constituents with complaints within the guidance program. Furthermore, building leaders are the "front line" of the guidance department—program *and* staff—with other programs and staff.

Of the typical members of the leadership team of a building, guidance program staff leaders usually bring more expertise in the skills required to conduct meaningful group processes than do the others. Whereas teacher-based school leaders have expertise in expressing themselves effectively, counselor-based school leaders have more training in listening. Demands on listening skills are multiplied with groups. As counselors, their work in problem solving with individuals and groups as well as with students and teachers, parents, and other adults provides them with an experience base from which to design and carry out meaningful group sessions at the administrative level.

Consultation Skills

As mentioned earlier, being a consultant to others is one of the functions fulfilled by building guidance program staff leaders in their role of representing guidance agenda to groups outside the guidance department. Not all interactions with the program-significant others call for them to function formally in this role, but consultation knowledge and skills are drawn on whenever they provide their expertise to others. In these situations, whether mutual goals call for program improvements or problem solving, changes in other people are usually desired. To effect those changes, a consultation approach is more effective than other approaches (e.g., demanding, telling, or pleading). Effective consultation rests on consultants' personal characteristics, their knowledge base, their strong sense of professional identity, their understanding of and skill at consultation processes, and their awareness and acceptance of ethical responsibility (Campbell, 1992).

Consultation knowledge that is useful in many situations includes that regarding change. Change is difficult to make, individually and systemically. It entails compromise, takes time, and needs to be done in increments. The person changing needs to want and believe in the change that is being caused by some pressure. Such pressure is usually exerted by dissatisfaction with how things currently are being done. When efforts to change are made, ambiguity occurs: Neither change agents nor changees can predict exactly where the path will lead. In other words, neither subsequent actions that will be required of the changer nor the results are known at the outset of change.

Fullan (1995) suggested that individuals do not change for several "possible reasons: value rejection, inadequate resources to support implementation, insufficient time elapsed" (p. A-6). When others are resistant to change in needed directions, building guidance program staff leaders analyze why and respond accordingly.

Dustin and Ehly (1992) summarized that

> The available models of consultation share a number of assumptions. Models tend to emphasize (a) the voluntary nature of the consultant–consultee relationship; (b) the importance of a collegial, collaborative relationship with the consultee; (c) the indirect nature of the service (emphasis is on helping the consultee succeed with the client); and (d) problem solving that results in the consultee being better prepared in the future to deal with the behaviors of concern. (pp. 166–167)

In informal consultation done by building guidance program staff leaders daily, the voluntariness of the relationship, collegiality, and focus on students are keys. No matter how informal, the consultation process goes through the four stages described by Hall and Lin (1994): "entry, diagnosis, implementation, and disengagement" (p. 26).

Hall and Lin (1994), in their synthesis of much of the counseling literature regarding this role, postulated a consultation framework, integrating the consultation goal, consulting relationship, consultant role, and consultant communication skills as the parameters. Dustin and Ehly (1992) identified other variables that affect consultation. These "key considerations include the relative power of the consultant and consultee, the attribution of responsibility for the problem and for the 'cure,' the needs of the consultee, and the needs of the client" (p. 169), the perceived similarity between the consultant and the consultee, the expertness of the consultant, and the awareness of conflicting perspectives.

In addition to the specific communication skills of attending, listening, clarifying, questioning, reflecting, and paraphrasing, Kurpius and Rozecki (1992) detailed the following skills sets as needed for effective consultation: confrontation and conflict, problem solving, gathering, reporting and using good data, negotiation, and persuasive writing. Organizational sensitivity is also helpful. Dougherty (1992a) described circumstances that call for ethical considerations by consultants: those in which there are power and need differentials between the consultant and consultee, those in which values and values conflicts come into play, and those in which the consultant's limitations are tested and referrals are needed. He asserted the need for consultants to demonstrate high levels of professionalism, including maintaining their objectivity and professional integrity.

In some situations, for example, when changes in the guidance program or staff members are called for, building guidance program staff leaders are consultees. In these circumstances, the roles are reversed: The other individual becomes the consultant to the building guidance program staff leader, and the staff leader becomes the consultee. To benefit most from consultation, consultees mirror the qualities of the consultant. They need to be honest, to be open, to be willing to learn, and to make compromises. They need to use data, be sensitive to the organization and to the students needs, and so on.

Political Skills

The more politically effective building guidance program staff leaders are, the more the guidance agenda is accomplished. Political effectiveness here is defined to mean effectiveness as a change agent. To change the school, school system, or other individuals or groups within the system, building guidance program staff leaders must work within the operational dynamics of the school building and school system as well as within the culture of the school community. The more they know about the intricacies of the dynamics and about the nuances of their cultures, the more effective they can be. Background knowledge in principles of organizational development is highly useful. Knowing that the organization they work in fits patterns described in an academic discipline helps building guidance program staff leaders develop and maintain perspective on their situation.

Political skills are broadly defined here to mean those that are used to influence the behaviors of others. Characteristics of those who successfully influence others were described in Chapter 2. In summary, individuals with social influence model professionalism and are competent in and committed to the school guidance profession as well as to education. They have charisma and attract followers. They inspire others to work hard and creatively. They stimulate others intellectually and are professionally mature. They are concerned for each individual and their needs, wants, and agendas.

Part of being politically astute is understanding and using the formal and informal power structure of the organization. (We said *using*, not *abusing* the system. It is assumed that building guidance program staff leaders work for altruistic, not personal, purposes and operate ethically.) On the basis of understanding power structures, they foster relationships with key people, who are those with power that relates directly or indirectly to the guidance program and staff. As more fully detailed in Chapter 2, power in an organization means having resources or something that others need or want. Seven sources of power were identified: legitimate, information, expert, referent, reward, coercive, and connection.

Guidance program staff leaders have power within their buildings. They represent resources that benefit others in the building. Their positions in the hierarchy (legitimate power) provide links within the building organizational structure, making them a source of information. They provide access to the information and activities of the guidance program and staff, an expertise that is much in demand. By and large counselors and, therefore, building guidance program staff leaders have good interpersonal skills, a basis for referent power. In the model we are describing, they only have power to coerce guidance program staff members, not those in other programs, although sometimes they are perceived to have such authority. Through their connections with other key decision makers in the organizational structure, they develop strong relationships with other building and district leaders.

Working with the representatives of other groups requires the ability to give-and-take and to compromise. From representation to advocacy, building guidance program staff leaders strive to blend the guidance agenda with those of other leaders on behalf of their programs and staff members. They have things that other program-significant others want or need. Those others have power too. Others have things that would benefit the guidance agenda. From the guidance perspective, instructional program representatives have allocated time with students, a resource for which guidance program representatives often have to negotiate. Principals and other administrators have responsibility (stemming from their legitimate power) for all of the students and the programs, and they make choices and decisions among programs on behalf of all of the students. Only some of these fully support the guidance agenda over that of someone else. Administrators have ultimate evaluative authority (which provides them coercive power) over all the staff members.

In efforts to help counselors whose levels of professionalism are inadequate, building guidance program staff leaders need the support of building principals and/or district guidance administrators; they "borrow" (are delegated) their coercive power. Other program staff leaders have their own or other sets of information that, if and when shared, contribute to the effectiveness of the guidance department or program. Leaders of other programs and staff groups in the building have connections with others in influential positions, have their own experience-developed and discipline-related expertise, and have causes and personalities that attract followers who believe in their agenda. In efforts to bring others to support the guidance agenda and to bring competing agenda into closer alignment, building guidance program staff leaders use their own power, recognize the power of others, and work within those dynamics.

In education and with the wide range of program-significant others with whom they work, the most solid power base of building guidance program staff leaders is their guidance expertise and related information. This expertise is needed or wanted by many. With the primary purpose of their work with others being the improved understanding and support of guidance program and personnel agenda, they model the best of the school counseling field. Influencing others, collaborating, and compromising require thorough and preferably seasoned understanding of guidance standards, needs, and responsibilities in order not to sabotage guidance objectives. For all of these reasons, the professional and ethical standards "form a groundwork for development of professional relations with parents, students and colleagues" (S. H. James & DeVaney, 1995, p. 98). These standards provide the basis, the starting point, and the ultimate agenda represented by building guidance program staff leaders.

Outside as well as inside guidance departments, building guidance program staff leaders are continually concerned about the image of the program, the department, and the staff. Relating with others who do not have full knowledge of the program or of the staff members, they recognize that others may generalize and draw conclusions on incomplete information. Others may generalize from the building guidance program staff leaders' or their representatives' presentation of themselves, the issues, and their handling of the agenda. Building guidance program staff leaders present themselves with this in mind and strive for the school counselors and other department members to do the same. They also strive to expand the guidance program- and staff-related knowledge base of every person and program they work with outside the department. It is through high-quality and positive ("win-win") contacts that people draw positive conclusions and make positive generalizations about the guidance program, the staff, and their agenda items.

As building guidance program staff leaders represent the standards of the school counseling profession, so other program and staff leaders represent the standards of their professions. To negotiate and compromise meaningfully, building guidance program staff leaders strive to understand the standards, needs, and responsibilities of others as well. Through recognition of others' professional standards, they negotiate with appropriate respect, striving to understand and to not violate others' value systems. In the political/social influence arena, each conflict that results in a loss damages a leader's power. Thus, it is important to recognize others' "bottom lines" or "nonnegotiables" and provide for face-saving—their own and others'. In other words, politically effective building guidance program staff leaders pick their battles, consider the timing of conflicts, and respond with a view to future interactions. They consider the impact of wins and losses on the next debate. Building guidance program staff leaders also identify those whose values are compatible with guidance standards and values and build coalitions, sharing their resources and power to further mutual agendas.

The Contexts

The various "program-significant others" with whom building guidance program staff leaders relate are colleagues in the school buildings and district, as well as constituents or their representatives in the school community. Specifically, within buildings, they include principals and other administrators, other building leaders and members of decision-making groups, and other program staff/department leaders and teachers. Within the school district, they include district guidance program staff leaders and guidance program staff leaders from other buildings, other systemwide department leaders, and other specialists or their leaders and representatives.

Within the school-related community, building staff leaders relate to parents and families, as well as to the community-at-large as represented by the media and by business and labor leaders. They relate to colleagues from the mental health community (e.g., licensed professional counselors, psychologists, social workers, and psychiatrists) and to professional school and other counseling colleagues. They represent school counselors and their school systems with representatives of the political community. What follows are brief descriptions of the bases of these relationships, some strategies used effectively by building guidance program staff leaders in furthering these relationships, and examples of topics or issues that recur regardless of locale.

In the School

Principals

Basis

The basis of the relationship between building guidance program staff leaders and building principals is that the latter delegate some of their authority to the former to administer, manage, supervise, and lead the guidance program and staff members. From both perspectives, this relationship is essential to effective fulfillment of their responsibilities and to program success. A goal is for the relationship to be symbiotic, one that is cooperative, is mutual, and enhances the effectiveness of both parties but into which is factored some basic differences. Several studies, including that by Sutton and Fall (1995), documented that in "situations with effective guidance programs, school principals provided enthusiastic support for the school counseling programs and encouragement to the counselors. Another common element was a clear understanding between counselors and administrators as to the goals of the school counseling programs" (p. 331).

As with other school-based relationships, this relationship is ongoing and often long term and, as such, needs patience and cultivation in its development. From the beginning, building guidance program staff leaders (and their staff members) are wise to recognize the differences between administrators and counselors and to develop their relationship with principals in that context. It is also wise for them to recognize that, in most cases, principals feel about the administrative department staff members the way guidance leaders feel about the guidance department staff members. They represent them, understand them, have most likely worn similar shoes or fulfilled those roles, and, therefore, empathize with them. Cultivating the relationship with principals includes cultivating relationships with other building administrators as well.

Ribak-Rosenthal (1994) reported a study identifying differences among counselors, administrators, and teachers. Differences were found in the reasons they entered their respective professions and their beliefs about why the others make the choices they do. "Administrators are more likely to enter their profession to obtain money and gain prestige than are either counselors or teachers. . . . Counselors seem more motivated by helping students than are teachers or administrators" (p. 161). Administrators are more apt to be motivated by status needs.

Differences in temperament and styles of administrators and counselors can cause problems in and threaten relationships between building guidance program staff leaders and building principals. Administrators are held accountable for everything that occurs in their buildings. They manage and need to be in control of the building, its programs, personnel, and activities. By and large, counselors do not have similar control needs. Their goal is for individuals to actualize and control themselves; many want this for themselves. Counseling is a verbalizing profession; traditionally, administration is a doing profession. Counselors are rewarded for analyzing and thinking; principals are rewarded for accomplishments. These differences can blend and be complementary or they can be the cause of incompatibility. Having themselves blended both counseling and administrative orientations, building guidance program staff leaders provide bridges between the orientations.

Strategies

Some strategies for enhancing relations between themselves and building administrators include maintaining respectful demeanors, communicating, and asking for overt expressions of support judiciously. Principals are the "bosses" of the schools. Building guidance program staff leaders are well advised to remember this. Their authority and much of their power in a building are delegated from principals. On the other hand, leaders respect other leaders. In order for trust to develop, each leader needs to fully carry out his or her role.

Building guidance program staff leaders are respected (and paid) for their expertise in guidance and counseling. As such, they are responsible for bringing forward issues and ideas on the basis of that expertise. They need to balance being respectful and responding to the authority of principals with being advocates for the guidance program and staff as they are charged to do. Contributing their professional expertise—that based on their education and training—to issues and initiatives in the building is also key to their interprofessional relationships. High priorities for building administrators often include better student discipline and keeping teachers happy and effective. Guidance and counseling expertise includes understanding behavior and working with people's affective needs. It is our experience that the more one demonstrates one's professionalism, the more he or she is treated as a professional. At the same time as they contribute to developing better ways to help students and teachers, building guidance program staff leaders are also able to help counselors. Ribak-Rosenthal (1994) found that school counselors need and are motivated by being challenged mentally. Administrators in their study and supported by our experience may not seem to recognize this. Thus, for counselors as well as others, building guidance program staff leaders "can and must communicate to administrators, teachers, students, and parents the following: (a) what [school counselors'] training involved, (b) what appropriate and inappropriate activities are for school counselors, and (c) how adhering to the role as determined by the American School Counselor Association [1990] will help not only the children, but teachers and administrators as well" (Ribak-Rosenthal, 1994, pp. 163–164).

Communication among members of a team or among any individuals with interrelated responsibilities is essential to smooth operations and to healthy relationships. Formal and informal meetings between building guidance program staff leaders and building principals provide vehicles for communication and rapport building. When they are optimally effective, these meetings allow for agenda items from both administrative and guidance perspectives to be discussed. To attend to administrators' needs for information and control, building guidance program staff leaders are advised to "keep the administrator informed of your activities. Protect him or her from unpleasant surprises that may result from being too insular" (Cormany & Brantley, 1996, p. 173).

> Counselors might invite their principals to attend guidance and career information sessions, parent conferences, and other activities of a nonconfidential nature. They need to keep the administration informed by submitting written reports that document the results of counseling and guidance functions within their schools. (Ribak-Rosenthal, 1994, p. 163)

Building guidance program staff leaders share information they receive from their district or other meetings outside the building.

Even the most supportive building principals want their designees to take care of the responsibilities they have been assigned. Although it is important to keep their administrators informed, building guidance program staff leaders exercise initiative and independence in carrying out their responsibilities and solving their departments' problems. Although they rely on the delegated authority and related support in carrying out these functions, building guidance program staff leaders seek overt expression of this support judiciously. Neither overuse nor underuse of such displays serves the guidance program and staff well. Constantly asking principals to speak in support of the guidance program or staff not only appears defensive to the audiences involved but also can annoy principals who have authorized building guidance program staff leaders to do that. On the other hand, in conflicts in which essential guidance values are threatened (e.g., confidentiality, discrimination, and access to counseling services) or in which implementation of guidance-based, schoolwide programs is concerned (e.g., student advisory, assessment, self-esteem, and character development), such expressions of support are necessary. They are not only key to successful communication of the importance of the issue or program, but also reinforce for the audience, for the counselors, and for the principals the strength of the latter's guidance-related convictions or the total school staff's responsibility for the program. Speaking out on behalf of a program or an issue strengthens one's commitment to that program or issue.

Topics

There is similarity across the country on many of the topics that recur between guidance staff and building administrators. Some interventions used effectively by building guidance program staff leaders when these arise are offered. The topics are guidance program and staff member support, operational policies and procedures, school counselor's role, confidentiality, conflicts with others, students' affective needs, student behavior management, and curriculum development. Some special challenges in the relationship between guidance program staff leaders and principals arise often enough to be worth mentioning here. These include situations with new principals, ineffective principals, ineffective building guidance program staff leaders, and situations in which personal agendas enter into the relationship.

PROGRAM SUPPORT. As mentioned above, building principals have responsibility for every program in their buildings. To best carry out these responsibilities, they need information about programs, and programs need their support. Building guidance program staff leaders are advised to invite principals' input to and have building principals review and sign-off on major department plans and reports. They learn a lot through reviewing yearly program calendars, budgets, program accountability, and staff evaluation reports. Such reviews also provide vehicles for soliciting their assistance in problem solving. For example, Fairchild (1994) reported an accountability study in which "the concerns regarding the program evaluated were visibility/accessibility, timely response to referral concerns, availability for consultation, and follow through" (p. 36). These issues are generalizable to a lot of schools. Having relevant and localized data, however, displays the need to improve a program (Gysbers & Henderson, 1994) and helps catch the attention of building principals. Together principals and building guidance program staff leaders, then, can address the problems.

Building guidance leaders and principals are partners in efforts to enhance school counselors' professionalism. Implementation of the performance improvement system components is a shared responsibility. In some instances principals or other staff members perceive individual counselors as performing less professionally than they actually do. While helping counselors themselves project more professional images, building guidance program staff leaders advocate for counselors with others through presentation of data or other means of helping them be professionally visible. In some instances, school counselors are in need of professionalism enhancements, as described in subsequent chapters. Building guidance program staff leaders enlist the support of principals to ensure counselors take constructive feedback seriously and to anticipate taking further steps toward contract status reduction or termination.

OPERATIONAL POLICIES AND PROCEDURES. Building principals develop or oversee the development of operational policies and procedures for large-scale or multidepartmental activities (e.g., orientation, preregistration, registration, scheduling, and graduation). When these activities relate to guidance program activities (e.g., educational or career planning) or require participation by guidance department staff members, building guidance program staff leaders collaborate with others in procedure development. In buildings where communication between administration and guidance is not ongoing, building guidance program staff leaders sometimes have to be diligent about when such topics arise (usually earlier than one might think) and to insert themselves in the discussions reactively.

SCHOOL COUNSELOR ROLES. Principals and guidance program staff leaders need to agree on appropriate school counselor roles in their buildings. Historically, these role definitions have been far apart, with administrators wanting counselors to carry out quasi-administrative functions and building guidance program staff leaders wanting counselors to carry out guidance program functions. In such situations, the following rationale has been effective:

> With administrators' desire to "get ahead" and obtain prestige it seems logical that they would use all available staff to support their position within the schools. . . . It seems vitally important for school counselors . . . to point out to administrators that assigning school counselors to inappropriate activities and giving them clerical tasks is not cost effective. Furthermore, such assignments undermine the effectiveness of school counselors and their work with students, parents, faculty, and staff. (Ribak-Rosenthal, 1994, p. 163)

Increasingly, however, there is initial agreement on appropriate school counselor roles, ones that fit building guidance programs (as described in Chapter 3). Gibson (1990) reported, for example, a survey of secondary school principals' rankings of "the importance of counselor functions as (a) individual counseling; (b) the detection, prevention, and early intervention of substance, child, and sexual abuse; (c) group counseling and guidance activities; (d) career development and planning; and (e) behavior modification and management" (pp. 253–254). A subset of this dialogue includes determination of the kinds of students and student issues that are appropriate for referral for counseling services. When and how students who have misbehaved and students who are reacting emotionally to personal crises are sent to school counselors are common examples.

As other related mental health professionals (e.g., licensed professional counselors, social workers, and counseling psychologists) are brought into schools to supplement services for students, clear role distinctions are essential. Not only do building guidance program staff leaders ensure that appropriate roles are established for school counselors, but they also have a hand in carving out the appropriate roles for related specialists. This helps avoid "turf" issues, better ensures continuity of services, avoids overlap and duplication of services, and allows for efficient and effective use of everyone's special skills. Building guidance program staff leaders reflect an inclusive attitude, recognizing that even the broadest range and fullest complement of mental health specialists would not see complete resolution to the mental health issues and problems of the students, teachers, families, schools, or communities. (There is plenty of work to go around and sufficient distinction between the specialties that allow for appropriate work by each.) Complicating these matters is the reality that these distinctions may have yet to be worked out in some districts and communities.

CONFIDENTIALITY. Issues related to the counselor ethical standard of confidentiality recur. Principals and other school staff members—teachers, other administrators, other specialists—often want to know what students have told counselors in counseling sessions. In many instances educators feel they need to have this information to more effectively help the students they serve. In some instances they are merely curious, albeit concerned. In others their interest is more akin to gossip. Building guidance program staff leaders work with principals to establish appropriate boundaries for information sharing and for clarifying individuals' "needs to know" that are truly in the best interest of students. For example, principals need to know if the welfare of the school or other students is in jeopardy. Teachers need sufficient information to effectively teach students in their classrooms. Establishing and upholding workable guidelines is a joint responsibility of principals and guidance program staff leaders. A useful reference for building guidance program staff leaders and principals alike is the *ACA Legal Digest Series* (Remley, 1991–1994).

CONFLICTS WITH OTHER STAFF MEMBERS. Holding information back is only one of several recurrent issues that bring counselors in conflict with other staff members. In their child advocate role, counselors sometimes "square off" on different sides from teachers and administrators. Examples abound and cover a wide range of topics. Counselors and teachers or administrators may have philosophical differences regarding guidance and other program priorities and approaches (e.g., general education vs. special education) or specific prescriptions for individual students (e.g., consequences vs. punishment for misbehavior, psychological assessments vs. counseling). They may differ as to how and when counselors access students for counseling services (e.g., students' needs for instruction vs. their need for counseling). They may envision the sharing of job responsibilities differently (e.g., teacher vs. counselor as the contacter of parents). They may evaluate individual staff members' performance differently (e.g., as evidenced through collaborative supervision by guidance and other program staff leaders). More principals have been teachers than counselors. Thus, when conflicts between teachers and counselors arise, administrators tend to have more affinity for teachers' and administrators' perspectives than for counselors'. Building guidance program staff leaders educate others about and intervene on behalf of the counselors' perspectives in such conflicts.

In sharing his reflections about what facilitates good relations between counselors and principals, Brantley (see Cormany & Brantley, 1996) stated to Cormany that "Administrators like to see that everyone is getting along" (p. 173). The more building guidance program staff leaders help resolve such conflicts, the more principals appreciate their contributions. Cultivating administrative support includes being a "team player [as does] volunteering to help with special programs" (Cormany & Brantley, 1996, p. 173). Demonstrated loyalty to the principal, to the school, and to the school staff is returned in loyalty to the guidance program and to the counselors. Brantley offered, "One final bit of advice for gaining administrative support is to get out of the office and stay visible" (Cormany & Brantley, 1996, p. 173). In other words, be a visible part of the total school program.

STUDENTS' PERSONAL AFFECTIVE NEEDS. The expertise of school counselors that sets them apart from other professional school staff members is addressing students' personal, affective needs, including their social and career needs. Building guidance leaders not only educate other building program staff leaders to that fact but also offer the services of the guidance department to share that information, individually or in workshop formats, with other staff members and parents.

CRISIS RESPONSE PLANS. Principals are concerned about students' affective development, but they are particularly concerned in times of crisis. Some states—Texas, for example—have statutory requirements that there be written crisis response plans prepared for each building, so that when emergencies happen, the plans, developed by cool heads, can be implemented. Crises range from the death of students or other school community members to violence or its results on campus.

> Counselors have the skills to help schools develop a crisis plan, to provide staff development and support for teachers to address students' affective needs in the classroom, and to work with parents and community resources to identify and meet students' needs, as well as to provide direct service counseling interventions for those students who need it most. (Kaplan, Geoffroy, & Burgess, 1993, pp. 60–61)

Building guidance program staff leaders provide leadership to the principal and the school community in both developing and carrying out crisis plans.

STUDENT BEHAVIOR. In addition to students' feelings, student behavior is an area of expertise of school counselors, including competence in conflict management and peer mediation. Although they sometimes reflect a divergent point of view from that of administrators, building guidance program staff leaders have much to contribute to the development and implementation of the behavior management system for a building. By adding the school counseling perspective to the system, "teachers, administrators, and school staff [move] from a crisis-oriented response toward a more preventive perspective" (Stickel, Satchwell, & Meyer, 1991, pp. 111–112).

Because of past abuses, school counselors' participation in implementation of discipline systems is controversial, but we agree with Stickel et al. (1991) that

> Counselors cannot and should not completely avoid a role in the school discipline process. They are encouraged to examine how they participate in this process. More consultation with teachers, administrators, and parents and greater involvement in policy formation can allow counselors to be agents of prevention rather than remediation. (p. 115)

Not only does their participation reinforce the prevention (the learning) end of the discipline system, but also, as stated by Benshoff, Poidevant, and Cashwell (1994), "School counselors, by providing consultation, information, and training about approaches to school discipline, can effectively promote affective development of students through intervening at a 'system level' with teachers and administrators" (p. 165). Because most educators are concerned about student discipline, they are motivated to learn about student development in this context.

Helping students learn to behave responsibly, helping them think through their problem-solving plans, reflecting on past mistakes, and advocating for individual students when needed are legitimate roles for school counselors in the behavior management system. While sharing their expertise regarding student behavior, building guidance program staff leaders work cautiously to ensure that the school counselors' role in the system is appropriate to their professional training and the fulfillment of their other roles. It is inconsistent with their responsibilities to nurture student development and to provide a nonpunitive climate in which students work out problems for school counselors to mete out disciplinary consequences for misbehavior. It is not inconsistent for them to collaborate with administrators on individual cases or to share relevant information and consult about effective approaches. As employees of the school district, school counselors support district and building rules for conduct.

CURRICULUM DEVELOPMENT. Historically, school counselors' perspective has been sought in curriculum development. With the advent of instructional specialists and supervisors in school systems, less need is seen for this responsibility. Building guidance program staff leaders do stay informed of curriculum development plans and communicate them to guidance program staff members. Participating at a more active level also provides opportunities to remind teacher-oriented curriculum developers of the students' point of view, to infuse guidance curricula and approaches into the developing curriculum, and, after adoption, to see that all students have equitable opportunities to access the new programs.

RELATIONSHIP PROBLEMS. Building guidance program staff leaders and principals are human beings. As a result, some relationship problems may occur that could challenge the establishment of the ideal team approach to guidance program implementation and collaborative school improvement planning. Some examples are building rapport with new principals, facing ineffectiveness in either principals or guidance program staff leaders, or managing personal agendas that interfere with the relationship.

Building rapport with new principals: Building rapport requires guidance program staff leaders to learn about and adapt to new principals' values, motivations, needs, temperaments, and styles. If their relationships with previous principals have been good, the adjustments may take a while. To develop symbiotic relationships, building guidance program staff leaders must be open and flexible as both players learn about each other and adapt. They handle for themselves the shift in power that occurs with new administrators, who have a lot to learn about the new building and its programs or about their own new roles. New principals tend to begin with needs to assert their power and control of the building, and with feelings that they have much to prove to demonstrate their competence in the new situation.

At the same time, new principals require education about the guidance program in their new buildings. Understanding precedes support. It is almost safe to assume that they do not know enough about the guidance program and the guidance department staff and the roles they fulfill in the building. This is sometimes complicated by new principals' lack of recognition of what they do not know. Building guidance program staff leaders can listen carefully to what new principals do and do not know and respond accordingly. Expectations that are based on incomplete information are often erroneous. Rather than capitulate on or debate every point, guidance leaders must carefully identify opportunities to educate and to enlist appropriate decisions and support. First and foremost, new principals need reassurance that they and the guidance leaders are in buildings for the same purpose: the students.

Ineffective principals: Sometimes building guidance program staff leaders are challenged to work with ineffective principals. Ineffectiveness is demonstrated by overdelegation, lack of skill, or poor judgment. Some principals delegate their responsibilities to guidance department staff members. Such delegations range from assigning them administrative assistant tasks (e.g., writing reports or correspondence, fixing the master schedule) to handling irate parents. Some principals are ineffective because of deficiencies in their interpersonal skills, ranging from the inability to get along with others to the inability to lead. Some are insecure in their competence and lack decision-making skills. Some are unwilling to make decisions, and some who make them do not use good judgment. Building guidance program staff leaders provide buffers or fill in gaps to accomplish the responsibilities of the guidance program and department staff in these situations. They develop strategies for delegating tasks back "up" the organization chart. They recognize interpersonal weaknesses and work tactfully with principals to assist them improve their skills. In guidance program-related situations, they suggest decisions that are in the best interest of students. If the situation warrants, they use available channels to enlist the support of upper echelon administrators responsible for the principals to remediate the situation.

Ineffective building guidance program staff leaders: Ineffective building guidance program staff leaders challenge both principals and the guidance department staff members they are responsible to lead. Examples are akin to those mentioned for ineffective principals: not taking sufficient responsibility, deficient in interpersonal or leadership skills, inability to make decisions, and using poor judgment. In our experience, the most frequent is the first: a reluctance to take charge, even though the authority to do so has been given. More than once we have heard delegating administrators express to their delegates, "You have as much power as you want to take within and for your own program." Building guidance program staff leaders are advised to assess themselves and identify not only their strengths but also their weaknesses. When feedback is directly given, accept it and make needed changes. When feedback is apparent through indirect signals (e.g., principals and other colleagues seeking out someone else in the department to get action accomplished), take heed and develop the missing competencies. Means for competency development by building guidance program staff leaders are discussed in Chapters 9 and 10.

Personal agendas. In some instances, relationship problems arise between building guidance program staff leaders and principals that are caused by conflicting personal agendas. Causes of such problems range from incompatibility of personalities to inappropriate use of power to intrusion into the relationship by others. Inherent differences in styles, temperaments, and educational or personal values may make development of symbiotic relationships too difficult or unwieldy. Sometimes trust cannot be developed. In some instances, individuals in power harass (sexually and otherwise) subordinates or coerce them to do nonprofessional or unprofessional tasks. In other instances, individuals outside the guidance department, jealous of the actual or potential power or influence of building guidance program staff leaders, sabotage the relationship between them and principals. Gossiping, carrying tales, and suggesting improprieties in the relationship are strategies used in such unfortunate circumstances. In these circumstances, building guidance program staff leaders comport themselves with the highest levels of professionalism, confront others appropriately, and use other administrative channels available to them as needed. Consultation and support from district guidance program staff leaders are valuable in these situations.

Building-Based Decision-Making Entities

Basis

Increasingly, responsibility for educational decision making is being shared by principals with site-based decision-making groups. Ideally, building guidance program staff leaders or other representatives of guidance departments are members of these committees. In any case, the guidance agenda can be moved more effectively through enlisting the support and commitment of these advisory or decision-making groups. Similar committees may also exist at the district level that offer opportunities to advance the guidance agenda or bring the guidance perspective into total school program implementation. If such groups do not exist, building guidance program staff leaders are advised to develop "methods that ensure open communication among counselors, teachers, administrators, students and the community" (Rye & Sparks, 1991, p. 267). Guidance program focus groups may be formed as steering committees (Gysbers & Henderson, 1994) or advisory committees (Gysbers & Henderson, 1994; Rye & Sparks, 1991). Focus groups or paper-and-pencil needs assessments are also tools for soliciting input to the priorities and practices within guidance programs.

Beyond input to the guidance program, other aspects of guidance expertise can be contributed to the overall improvement of educational programs. Recurrent examples that are described below include efforts to change the school culture, implement total quality management processes, improve the school climate, enhance approaches to multiculturalism, and use student assessment data appropriately.

Topics

CHANGE SCHOOL CULTURE. As we enter the twenty-first century, changes continue to be called for and sought in how we accomplish schooling. Changing the culture within a building is no small task. It requires schoolwide recognition of shared purpose, feelings of collegiality, spirit for continuous improvement of the school program and of the educators, educator empowerment, participative leadership, and collaborative problem solving (Zaltman & Duncan, 1977, cited in Glickman et al., 1995). Achievement of these conditions rests on high-quality human interactive processes, as exemplified in total quality management approaches. Interactive group process skills apply in these contexts (Smaby, Harrison, & Nelson, 1995).

SCHOOL CLIMATE. Even as the use of technology improves and expands, improvements in school climates are sought. A positive school climate is reflective of the interpersonal relationships among the staff members in the building, making it a good place to work. Kaplan and Geoffroy (1990) defined it as follows:

> School climate may be defined as how people feel about the qualities of a school and the people in that school. . . . Schools with positive climates are affectively healthy places where people care, respect, and trust each other. These are people-centered systems in which beliefs, values, procedures, rules, regulations and policies show respect for the students, faculty, and staff who work there. People in such schools feel a high sense of pride and ownership, which comes from having the opportunity to make decisions and choices about their lives in the school. (p. 8)

Promoting healthy feelings, including caring, respect, and trust, is the essence of school counselors' mission. Decision making and participating in group processes are guidance expertise. Kaplan and Geoffroy (1990) suggested eight roles for school counselors in collaborating with other building leaders in developing and maintaining positive school climates: advocate, expert, trainer, alternative identifier, collaborator, process specialist, fact finder, and reflector.

Some data show that, in addition to making the school building a better place to work, building guidance program staff leaders may enhance the work of school counselors by enhancing the school climate. Sutton and Fall (1995) noted that

> The results of this study suggest that school counselor self-efficacy may be influenced by school climate. . . . Colleague support was the strongest predictor of efficacy and outcome expectancy. . . . Administrative support for the counselor and the school counseling program was shown to influence both outcome expectancy for the counselor's behavior and efficacy expectancy for individual counselors. (p. 335)

It is hard to foster good mental health of children in an environment in which the adults' mental health is not good. School counselors deliver better programs more competently and feel more effective in schools with healthy climates. Building-level guidance program staff leaders' work on behalf of all staff members helps the guidance department staff and students as well.

MULTICULTURALISM. Because of the values of the counseling profession, which include promoting the worth and dignity of each individual and interacting on the basis of respect, and strong leadership in the field on the topic, building guidance program staff leaders and school counselors have expertise to share as schools strive to enhance their multiculturalism. L. S. Johnson (1995) reminded building guidance program staff leaders that

> As the human development specialists within the school system, whose mission is to facilitate the educational, social, psychological, and career development of all students, the school counselors [are] in an instrumental position to cultivate a safe environment in which tolerance of diversity prevails. (p. 103)

She summarized the best way to approach this ethical responsibility systemically:

> School counselors wishing to promote multicultural awareness and acceptance in their schools need to embrace the thesis that for meaningful and long-term benefits to be harvested, an initiative to enhance multicultural relations must be multi-faceted (entailing varied activity and service approaches), inclusionary (engaging students, teachers, pupil personnel, administrators, parents, and community members), developmental (proactive

> rather than reactive in nature), continuous (featuring ongoing and successive efforts), and district-supported (if not districtwide). (L. S. Johnson, 1995, p. 104)

In programs that respond to the pluralism of their school communities, building guidance program staff leaders ensure that student-centered guidance program activities (e.g., guidance curriculum and responsive services) address topics that enhance cultural pride and healthy intercultural relations. They work with other school leaders on buildingwide initiatives that address similar goals, for example, human relations training and other methods of staff development, inclusion strategies that help new students feel welcome, conflict management and resolution programs, and parent education.

STUDENT ACHIEVEMENT TESTING. In this era of overreliance on student achievement testing as a primary measure of educational effectiveness, building guidance program staff leaders use and help others use student assessment data appropriately. Although student achievement data are, in many states, what schools are held accountable to, most teachers and other professional educators are undereducated in the true meaning and limitations of such data when applied to individual students or, worse yet, when generalized to assessment of schools and staff members. As coursework regarding the appropriate conduct and use of group standardized testing is one of the school counselor certification requirements in most states, building guidance program staff leaders and school counselors bring their expertise in interpreting, reporting, and acting on test results to the rest of the building staff. Building guidance program staff leaders lead these buildingwide consultation efforts and ensure quality and accuracy of counselor consultation.

Instructional staff members may erroneously ascribe having to conduct assessments and being evaluated according to their results as a guidance staff agenda! Sometimes this is exacerbated by administrative assignments of organizing and administering the testing procedures to guidance program staff members solely. Helping teachers and others understand who causes and uses the results of assessments helps put the entire process into a larger context.

Teachers and Instructional Department Staff Leaders

Basis

Building guidance program staff leaders work with teachers and the instructional department staff leaders as colleagues in the building. Because guidance program activities and school counselors provide instructional information to students (e.g., about new curriculum or new guidelines for placement in special programs), they may also represent the building, the guidance program, and staff members with district instructional supervisors. Guidance and instructional program leaders tend to have long tenure in their positions. Their relationships are ongoing. Teachers' tenure in buildings is more fluid. Some remain in place their entire careers. Others come and go. Building guidance program staff leaders recognize the potential duration of these relationships and act accordingly.

The organizational structure within the building (see Figure 1-4) influences the relationships of program leader to program leader. In the model we recommend, building guidance program staff leaders have *responsibilities* equal to instructional program staff leaders. Each has leadership responsibilities for the programs and related staff members they represent. When teachers fulfill guidance program responsibilities, they are under the direction of building guidance program staff leaders. When building guidance program staff leaders need or want to provide supervisory feedback to or performance evaluation data about teachers, they do so in collaboration with instructional department leaders (as is discussed in Chapter 8). Because of the buildingwide responsibilities of guidance departments, however, we recommend that guidance leaders' *authority* be equal to the administrative leaders who supervise the instructional department heads, typically the building co-administrators or vice principals. In this organization, building guidance program staff leaders report directly to the principal.

Strategies

Building guidance program staff leaders are responsible for preventing and resolving differences between the instruction and guidance agendas, and between school teachers and counselors. Ideally the bulk of their work with instructional leaders and teachers is proactive, preventing escalation of differences. Participating as team members and colleagues working in the best interest of their school's mission with students is the platform from which to begin. Being proactive with teachers includes sharing information with them about the program and how it operates or, within the boundaries of confidentiality, about the students they serve. It involves coordinating with them to provide activities they see as relevant for students and striving to avoid duplication or gaps in services. In this mode, building guidance program staff leaders educate, consult, coordinate, and participate in total school program development and management.

At times building guidance program staff leaders' work with instructional leaders and teachers is reactive, responding to differences of perspective or opinion. In these more individualized situations, their goal is to prevent further escalation of the differences through conflict management strategies. In this mode they provide for constructive airing of differences and, perhaps, for mediation. When differences are resolved or decisions made that end such discussions, building guidance program staff leaders strive to repair any resulting damage to ongoing relationships.

In seeking to repair differences and resolve conflicts, they apply their political skills as well as their conflict management skills. In addition to recognizing the formal power structure in the building, they recognize the informal power structure. The strategies they select for use may vary depending on the platform of the administrators at the next levels of decision-making authority. Working proactively and reactively along the representation–advocacy continuum, building guidance program staff leaders seek agreement or compromise or they defer to higher authorities depending on the importance of the issue and their potential for "winning."

Topics

Some examples of common differences between instruction and guidance departments include instructional staff members' incomplete understanding of the guidance program and school counselors' roles, disagreement with the roles fulfilled, resistance to their responsibilities in guidance program activities, and misunderstanding of the ethic of confidentiality. Others include instructional and guidance staff members' disagreements about the relative value of guidance and instructional activities for students and methods of handling students. A strategy basic to being effective both proactively and reactively is to have normal, natural relationships with as many staff members in the building as possible, but especially with the building administrators and other departmental program staff leaders. These ongoing relationships provide the foundation for healthy but perhaps controversial discussions and disagreements. Regularly scheduled and held meetings provide opportunities for the natural development of normal relationships.

INCOMPLETE UNDERSTANDING OF GUIDANCE PROGRAM AND ROLES. School counselors' roles fulfilled in comprehensive guidance programs (Gysbers & Henderson, 1994) are multidimensional (in our model: seven roles). The program itself (with its four delivery system components) is a complex organism that is difficult to conceptualize without "living in it." In time and depending on their roles, teachers interact with counselors fulfilling several of the roles in the various program components through multiple activities. However, without tracking the organizational structure or understanding the subtle differences between role applications (e.g., guidance for instruction vs. guidance for individual planning), their understanding of the guidance program and the counselors' role may be incomplete and, perhaps, confusing. Gibson (1990) reported from a study of secondary school teachers' opinions of high school counselors that they "have high respect for the skills and dedication of the counselors in their schools" (p. 254) but that "perhaps the biggest concern highlighted by [the study is] the continued failure of school counselors to adequately communicate 'what we are about' " (p. 254). Helping teachers understand how school counselors function not only makes relating with them better but also increases teachers' ability "to present an accurate description of the work of the counselor to both students and their parents" (Ginter, Scalise, & Presse, 1990, p. 23).

Building guidance program staff leaders and school counselors are advised not only to make formal presentations annually informing colleagues about their programs and priorities (Gysbers & Henderson, 1994) but also to use a range of other information-providing strategies. Ribak-Rosenthal (1994) suggested several: distributing monthly newsletters, posting their weekly schedules, distributing role statements, publishing a guidance program handbook, explaining how their helping students enhances academic performance and classroom environments, providing school-relevant teacher support groups, and consulting with teachers to enhance their student management skills. New electronic communications systems, such as the Internet with research services, web pages, and electronic mail, provide even more vehicles for sharing information.

Building guidance program staff leaders collaborate with other department and program staff leaders to enhance integration of guidance into other programs and to enhance integration of schoolwide instructional themes into guidance program activities. Every dialogue between building guidance program staff leaders or counselors and other staff members should include information regarding the guidance program, its purposes, and priorities.

DISAGREEMENT WITH THE PROGRAM MISSION. Having an incomplete or erroneous understanding of the guidance program and school counselors' roles is one problem; disagreement with the program mission and the related school counselor roles is another. This situation is less frequent than the one just described, but it may feel more difficult to address. Most teachers believe that guidance and counseling help students and are consistent with the purpose of schooling. For example, Gibson's (1990) study revealed that secondary teachers identified the following guidance program activities as important, in consecutive order: individual counseling, provision of career and educational information, test administration and interpretation, college placement, and group counseling and guidance. The findings of Ginter et al. (1990) "suggest that teachers essentially conceptualize the elementary school counselor as fulfilling the dual role of helper-consultant . . . and indicate that views held by teachers and counselors are congruent in terms of role expectations" (p. 22).

On the other hand, "some teachers may see the counselor's role as 'cushy' because many counselors spend a large portion of their time with individual students or small groups of students and not with 30 youngsters" (Ribak-Rosenthal, 1994, p. 163). According to Ribak-Rosenthal (1994), "teachers [in entering their profession] are influenced more by security, good schedules and good vacations than are counselors or administrators" (p. 161). "Their desire for 'better' work conditions would lead them to want counselors who support them in their work with pupils" (Ribak-Rosenthal, 1994, p. 163). Teachers who are more motivated by the quality of their working conditions than by the altruism of helping students may not understand the school counselors' child advocate role. Although educative strategies allay their concerns in some instances or in the abstract, when school counselors advocate for students in these teachers' classes, understanding may be more difficult to achieve. Building guidance program staff leaders find themselves responding to appeals from or criticisms expressed by such teachers.

INAPPROPRIATE REFERRALS. Some teachers and administrators want school counselors to handle, or "fix," students who do not respond appropriately in class or to a teacher. Inappropriate referrals of students from teachers to counselors are frequent, when teachers have difficulty understanding or agreeing with the guidance program priorities. Because counselors have competencies in behavior management content, students who have earned negative consequences for their behaviors are sometimes sent to them for disciplinary action. Meting out punishment is not an appropriate role for school counselors, but some teachers cannot discriminate between levying penalties for problem behavior and counseling for problem solving. Inappropriate expectations are the result of misunderstanding how counseling works.

GUIDANCE PROGRAM RESPONSIBILITIES. Some teachers resist accepting their guidance program responsibilities, perceiving all guidance responsibilities as belonging to school counselors. Today's schools' acceptance of more responsibility for enhancing students' social skills (e.g., developing character and self-responsibility) and for guiding them through the complex processes of educational and career development (e.g., goal setting, life career planning) requires systematic participation of all professional school staff members in these traditional guidance program themes. Teachers and other instructional program staff members fill roles in advisory programs as well as teach applications of society's values. In this era of overreliance on achievement testing, teachers must understand and help students and parents understand the meaning and applications of test results. Nurturing appropriate participation by teachers requires building guidance program staff leaders' interventions with instructional program leaders and teachers themselves. As with other areas of disagreement, educative and increasingly confrontive strategies are called for.

CONFIDENTIALITY. Another topic that engenders differences between guidance program and instructional program staff members relates to counselors' ethical standard of confidentiality. When and how much to share, as well as when and how much to hold back, requires careful discrimination by counselors and sensitive explanations to teachers. Building guidance leaders see to the education of staff members—counselors and teachers—about this tenet and consult in its appropriate application in individual cases. While respecting teachers' needs, they continuously (almost daily!) have opportunities to explain counselors' actions in light of what is in the student's best interest.

RELATIVE VALUE. Another universal problem between some instructional staff leaders and members and building guidance program staff leaders and school counselors involves beliefs about the relative value of guidance and instructional activities for students. Again, most "teachers continue to believe that counseling and guidance programs make a positive contribution to the total program of their schools" (Gibson, 1990, p. 254), but some do not. In this era of extreme pressure to produce students with ever-higher academic achievement levels, high value is placed on instructional time. For some, quantity of time is valued above quality of time. Some teachers do not agree with the notion that students' personal or social agendas, issues, or concerns pose obstacles to their learning. Some agree that they present obstacles, but that attention to them needs to occur other than on their class time. Increasingly, however, a range of educators are recognizing that attention to students' personal needs may precede or be a necessary correlate of effective intellectual development. For example, the National Association of Secondary School Principals' (1996) study on modernizing high schools stated, "High school must play a role in the personal development of young people as social beings who have needs beyond those that are strictly academic" (p. 2). In addition to continuously educating educator colleagues, building guidance leaders strive to bring scheduling dilemmas to mutually agreeable solutions.

HANDLING STUDENTS. Because of differences in responsibilities for students' schooling, instructional and guidance staff members sometimes may disagree about methods of handling students who do not conform to the expectations of the instructional staff members. Divergent students or those with special academic needs or behavioral styles provoke a range of responses. Answers to such questions as how to help each student learn or how to help each student behave so he or she is best able to learn are rooted in educators' personal theories of education, learning, and psychology. In addition, educators vary in the completeness and soundness of their theories.

Another complicating variable is that, as teachers have incomplete perceptions about school counselors' roles, so too school counselors may have incomplete perceptions of teachers' roles, particularly where teaching experience is not prerequisite to school counseling certification. Many times teachers perceive that counselors' understanding is limited, even when it is not. Building guidance program staff leaders establish inviting climates to support systems for collaboration and consultation between guidance and instructional staff members to discuss their platforms and theories, to share information and ideas about specific students, and to solve problems caused by differences of opinion.

Some themes recur across the country, for example, those surrounding behavior management. Stickel et al. (1991) found that "nearly half of the counselors in [their] study viewed individual teachers in their schools as having considerable difficulty with classroom management" (p. 114). With such themes evidenced in a building, guidance program staff provide staff development activities for sharing their expertise with instructional program staff members (Maples, 1992). Helping students manage personal crises and responding appropriately to buildingwide crises are other examples of recurrent topics for sharing expertise proactively as well as reactively. Meadows (1993) described a proactive strategy that worked well at Wadsworth (Ohio) High School. The guidance program staff developed and disseminated a handbook for teachers that organized

> policies and procedures into one useful notebook for all members of the staff. By bringing together as many topics as they could think of, counselors hoped to disseminate important information to teachers, administrators, and support staff. The handbook gives anyone working with students advice on what behavior to look for, suggestions on how to handle situations, and procedures to follow that comply with laws and regulations. . . . [The handbook did] not replace consultation, but [did] supplement and complement the team efforts. (p. 231)

The handbook was used and appreciated by teachers, as evidenced by increases in teacher–counselor referrals. As a by-product counselors perceived that others had "a greater understanding of [their] role as a consultant in the mental health issues, and a source of school and community information and support" (Meadows, 1993, p. 233).

School District Guidance Staff

Basis

Building guidance program staff leaders relate with district guidance program staff leaders and guidance program staff leaders from other buildings. As with building principals, the basis of the relationship between building leaders and district leaders is that the latter delegate some of their authority to the former to administer, manage, supervise, and lead the guidance program and staff members in specific buildings. These few leadership positions are typically the only ones in the guidance field—they are *the* rung on the intradepartmental career ladder. Because of this, individuals' tenure in them is quite stable. Thus, these relationships tend to be long term and ongoing and require nurturing.

Strategies

Formal meetings, cross-school-level working groups, and informal networking among building guidance program staff leaders and school counselors provide opportunities for representing individual building programs and staff members as well as for welcoming peers and colleagues to relate across buildings. As meetings provide opportunities for consultation regarding shared problems and their resolutions, they also allow for handling miscommunications and disagreements and for friendly confrontations among peers. Working on joint projects (e.g., articulating transitions for students moving from one level to the next, systems for transferring portfolios across levels, relating outcomes of guidance curriculum and individual planning system activities) enhances understanding and communication among guidance program staff from different school levels.

LINKS BETWEEN DISTRICT AND BUILDINGS. Building guidance program staff leaders are vital links between school districts and their buildings. Guidance program staff leaders from different buildings provide mutual support and healthy competition for each other. As a united group, they pool their resources to represent the guidance department as a whole to other district departments or groups.

As links between the school district and their assigned buildings, building guidance program staff leaders bring information, issues, and concerns from the district level to their buildings. New policies, shifts in the school district political climate, and new programs and priorities are shared by district guidance program staff leaders with the building representatives, who in turn bring the information to the building staff members.

The communication flow works in reverse as well. Building guidance program staff leaders bring information, issues, and concerns from individual buildings to the attention of district guidance administrators. Operational realities regarding district policies, priorities, and decisions are aired and problems identified. Linking among building guidance program staff leaders provides information and ideas that are working or that have not worked in their building programs. As one building develops efficient or effective new strategies for program implementation or staff professionalism enhancement or solves a mutually felt problem, the sharing of their discoveries facilitates similar improvements in other buildings. Collectively, as links between their assigned buildings and the school district, building and district guidance program staff leaders pool their communication, consultation, and political skills for the benefit of students, the guidance program, and the school counselors in specific buildings and across the school district.

MUTUAL SUPPORT. Collectively, building and district guidance program staff leaders pool their resources into a support system, operating for the benefit of students, guidance programs, and school counselors. This support facilitates implementation of group-made decisions in each building. For example, as a group, building leaders along with their district leader may decide that changes in their own roles would lead to program or performance improvement but are concerned that that decision will be met with resistance. When such decisions are implemented by all of them in the same time frame and with similar rationale, the resistance is more easily overcome or overridden than if individuals implement them on their own.

Recognizing that change in schools occurs as a result of a combination of pressure coming down from the top (i.e., the school board, superintendent, other district leaders) and up from the bottom (i.e., single buildings), mutual support from both sides causes improvements more quickly than when only one side (top or bottom) struggles by itself (Fullan, 1991). In some situations, district leaders need the support of the building guidance leaders to demonstrate the value of positive changes. In others, building guidance leaders need the support of district or other building guidance leaders to underscore the value of the improvements they envision. They need each other in instances when they are fighting a common cause, such as against a group of constituents who do not value the guidance program or for the reelection of a supportive school board member.

UNITY. Within school districts, competition occurs between buildings. Through ongoing interaction and collaboration among building guidance program staff leaders, such competition among guidance programs and staff groups can remain healthy. Striving to provide the best guidance program or to have the highest quality counseling staff yields continuously improving programs for students and other clients. In instances when one program suffers as a result of the success of another, such competition can take a negative turn; for example, if two buildings compete for the same new best counselor applicant, only one will "win." Specific "wins" are less apt to destroy a relationship among buildings if the leaders involved are colleagues and act with commonly held standards of professionalism.

In The Community

Parents and Families

Basis

The quality of the relationship between parents and educators is a key variable in students' success in school. It is our premise that the stronger the partnerships between parents and teachers, parents and counselors, and parents and administrators, the more students learn and the healthier their growth and development. Except in very small buildings or unusual circumstances, parent–teacher relationships typically last one year—the year a child is a student in a teacher's class. Parent–administrator and parent–counselor relationships typically last the duration of a child's stay in a particular school, usually longer than one year.

Teachers' "caseloads" of students are significantly smaller than those of counselors, allowing teachers more time for more frequent, individual parent contact. For the year they work together, the teacher–parent relationship targets the student's progress in school and in the classroom. For the several years they work together, the counselor–parent relationship targets not only the student's educational progress but also his or her personal, social, and career development. The counselor–parent relationship may center more on problems and needs students experience than on their relative educational progress. The intensity of counselor–parent relationships vary, depending on the severity of a student's problem or need (e.g., "Your child may need therapy outside of school") and on the degree of lifetime impact of the consequences of the resolution of the problem or need (e.g., "The deadline for filing this college application is next week"). Thus, counselor–parent relationships develop most fully in contexts that are problem-focused and often are highly emotionally charged.

Building guidance program staff leaders work with guidance department staff members and with individual and groups of parents to encourage full and positive partnerships with parents of the students served in the building. For a range of reasons, parents' perceptions of the help they receive from the guidance program and staff are not always positive. In general, some of these reasons include parents' lack of understanding of the mission and priorities of guidance programs and the extent of services available to them and their children, as well as incomplete information about the educational background of school counselors and their effectiveness in interactions with the children. For example, Chapman et al. (1991) found in their study of parents' perceptions of the effectiveness of public school counselors in college advising that the "Parents generally held a low opinion of the effectiveness of school counselors. At the same time, parents underestimated the amount of contact their children had with the counselor, failed to recognize fully the counselor's role in initiating that contact, and frequently misjudged the purpose of the contact" (p. 275).

Strategies

PROGRAM PERCEPTIONS. Program perceptions are based on information about and experience with guidance program activities and guidance department staff members (Gysbers & Henderson, 1994). Building positive perceptions includes efforts to educate parents proactively about the program and to ensure that contacts, whether proactive, responsive, or reactive, between staff members and parents are positive and of highest professional quality. To these ends, building guidance program staff leaders or their designees (a) represent guidance programs and staff with parent leaders and groups, (b) reach out to include all parents in their programs, (c) establish climates within guidance departments for the development of mutually respectful and supportive relationships between counselors and parents, (d) ensure provision of high-quality parent consultation services, and (e) advocate on behalf of their programs and staff members when their professionalism is attacked.

PARENT GROUP PARTICIPATION. In representing the guidance program and staff members with building-related parent leaders and groups, building guidance program staff leaders participate in activities of existing parent–school organizations whose purpose is to enhance cooperation between home and school (e.g., PTAs, special interest "booster" clubs). Such participation helps foster rapport and mutual respect between the school and the parent community. Proactive participation with parent leaders provides opportunities to identify mutually important agendas and to collaborate in strategies for accomplishing them.

Parent–teacher associations, such as PTA, are typically whole-child centered and seek means for improving parents' participation in the schooling of children and for improving parents' parenting skills. Typical strategies for meaningful parent involvement and education include jointly sponsored programs and activities. School counselors "offer in-depth parent training programs, monthly parent presentations, or parent resource materials on needed topics" (Conroy & Mayer, 1994, p. 65). Radd (1993) suggested a fuller partnership, one that facilitates "restructuring the traditional parent–teacher association (PTA) to better address the changes in society, the family, and education [providing] much-needed improvement in the parent–school connection through an already-existing channel" (p. 280). With restructuring, PTAs could better focus on parenting education and family support by having "a comprehensive plan that includes the following components: (a) good home–school communication, (b) parents as teachers, (c) parents as supporters of activities, (d) parents as learners, and (e) parents as advocates" (Radd, 1993, pp. 282–283). Having good communication, enhancing parents' roles as teachers and learners, and increasing parents' support of their children's and the schools' activities are certainly goals shared by guidance program staff members as well.

COMMUNICATION. Communicating information to parents is a means for reaching out to include all parents in the guidance program. The more parents understand the guidance program and its priorities, the better they can access it on behalf of their children. Building guidance program staff leaders use strategies, such as department newsletters and public media coverage of information and events, to further the information available to parents. Strategies for sharing information with parents about their children's development as a result of participating in guidance program activities serve dual purposes of education and involvement. One such strategy described by Hagborg (1992) suggests a counseling report card. Taking care not to violate confidentiality involving the student, the report card provides "parents of counseled students with feedback about their child's participation in counseling and to enhance their understanding regarding the nature of the child's counseling" (p. 132).

WELCOMING CLIMATE. Healthy interpersonal climates established by guidance departments facilitate development of mutually respectful and supportive relationships between counselors and parents. Parents feel welcomed to the school and the department. "Parents and school personnel need to trust and support each other, and parents need to be closely involved in activities at school" (K. Johnson, 1993, p. 305). At the beginning of their relationships, building guidance program staff leaders and school counselors build rapport with parents by letting them know that the guidance program is based on understanding the complexities of the parents' role and matching their needs with counselor expertise. K. Johnson (1993) described a presentation to new kindergarten parents wherein her approach was to address assumptions made by school staff regarding what parents face and what goals they have for their children, as well as telling them the assumptions they could make about school staff. She found that this strategy opened channels of communication between homes and schools.

FAMILY COUNSELING SERVICES. In addition to typical parent education and seminar activities, guidance program staff members increasingly provide family counseling services (Hinkle, 1993). Such services are provided in the context of the comprehensive guidance program design (Gysbers & Henderson, 1994). Even though "school counselors are beginning to find family counseling an effective and needed skill" (Hinkle, 1993, p. 255), building guidance program staff leaders recognize the need for upgrading school counselor training in family counseling to offer high-quality services. If such services fit the priorities of the guidance program, assuring the competency of school counselors to provide them is essential to the further development of counselor–parent partnerships.

COOPERATION. Building guidance program staff leaders strive for meaningful cooperation between parents and building school guidance program staff members. Such cooperative efforts range from implementing mutually designed strategies for helping individual student's development to involving parent representatives in the design of the guidance program. "Counselors can be very effective in consulting with parents individually to help solve problems and offer information" (Conroy & Mayer, 1994, p. 65). "Students [are best] helped by their parents and school working as a cooperative problem-solving team" (Peeks, 1993, p. 246).

Many strategies requiring a parent–educator team approach for successful problem solving are described in school counseling literature. For example, Smith (1994) concluded that "based on the results obtained from this study, parent–child contracts do improve school-related behaviors and foster positive home–school interaction" (Smith, 1994, p. 187). Child study teams include parents in addition to counselors, teachers, administrators, and other involved school staff members as they seek effective strategies for helping students learn at optimum levels (Morrison, Olivos, Dominguez, Gomez, & Lena, 1993; Peeks, 1993). "The team approach also provides support for teachers, who will have the assistance of the team members in developing and maintaining an individual plan for the child" (Burnley, 1993, p. 230).

INPUT TO PROGRAM DESIGN. The design of guidance programs consists of establishing priorities for program implementation (Gysbers & Henderson, 1994). Inviting parents' input into the priority-setting process enhances the credibility of the program for parents, as well as heightening the probability of setting appropriate priorities. Parent advisory committees have been found to be helpful not only in offering activities that parents see as valuable, but also in designing ways to educate parents about the program (Rye & Sparks, 1991). In anticipation of potential communication problems with individual or negative groups of parents, Kaplan (1996) recommended involving parents in establishing policies and procedures that clarify guidelines regarding communications with parents on controversial subjects (e.g., confidentiality and values exploration):

> Development and implementation of policies and practices that address counselor–parent communications can help educate parents, prevent misunderstandings, and support counselors in their best practices. I recommend that parents, teachers, and administrators participate in developing such policies and practices, and include different perspectives and generate a variety of program supporters. (Kaplan, 1996, p. 169)

CONCERNED PARENTS. Building guidance program staff leaders quite often advocate on behalf of the guidance program, its activities, and school counselors when their professionalism is attacked. Groups of parents may not understand or appreciate the guidance program. There are parents who hold different values from those at the foundation of the guidance program (e.g., some do not value independent decision making by children or self-esteem development, or are otherwise concerned that counselors undermine family values; Kaplan, 1996). They may attack the program or they may attack an individual counselor.

> Challenges to developmental guidance materials are occurring in every section of the country. The types of materials being challenged frequently involve one or more of the following topics: self-esteem, decision making, problem solving, affective (emotional–social) education, relaxation, guided imagery, role-play, alcohol and drug use prevention. (Brigman, 1994, p. 47)

To advocate for the program and staff effectively, building guidance program staff leaders learn to listen to each challenge with care, search for the common ground of agreement, and from that basis strive to resolve the differences to allow students maximum benefit from the program.

RESISTANT PARENTS. For a variety of reasons, individual parents often resist consultation. Interfering with the counselor–parent relationship may be the parents' own personal issues, philosophical or cultural differences, or negative feelings about school. Parents may be in denial about their child's problem, or they may perceive the counselors' ideas as impractical or not the solution they see for the problem. Campbell (1993) identified several forms this resistance takes. The most relevant to building guidance program staff leaders is that of attacking or shooting the messenger (Campbell, 1993). The first such attack on school counselors often includes wanting to "speak to your supervisor," the building guidance program staff leaders. In some instances parents are right: There are different possible options or the school counselor in question has made an error in judgment. In those cases, guidance leaders have "to mediate effectively between the family and the school" (Morrison et al., 1993, p. 259).

Community-at-Large

By their very nature, school systems relate to and rely on segments of the society outside their walls. In particular, building guidance program staff leaders interact with representatives from the media, business and labor, mental health, professional counseling, and political communities. These interactions have different purposes. Representing publics-at-large, media professionals seek and convey information of general interest. The business, labor, and mental health communities provide resources that augment guidance program activities and services. The professional counseling community also informs the public-at-large, provides extended resources for enhancing professionalism of school counselors, and affects public policy development and implementation. Policies that guide the program and the school counselors' roles are sometimes the work of the local, state, and national political communities.

Relationships

Relationships between building guidance program staff leaders and these community representatives vary in tenure and intensity. Contacts with public media representatives may occur once, may be brief, and are topic specific. With those who augment the program activities and services, relationships (it is hoped) last several years but are one dimensional, with that dimension being where they intersect the program. Building guidance program staff leaders' involvement with the professional counseling community extends for long periods of their careers and entails dimensions in which the development and activities of the profession intersect their own professional interests or those of the building guidance program or department staff members. Building guidance program staff leaders' relationships with political officials vary according to their proximity to the school building (i.e., from local to national unless the political officials live in their school community), their tenure as political figures, and the mutuality of their beliefs.

When they are healthy, the foundation of these relationships is sincerity and good faith: sincerity in that the representatives are truly representing the beliefs, values, and interests of their constituents (e.g., for the good of the students, the parents, the taxpayers), good faith in that the representatives are honest and integrity-based in words and actions. In any relationship with individuals from external communities, building guidance program staff leaders recognize that they are each representatives of groups. Their intent is to have the contacts be of highest professional quality. Their goals include building good rapport with the individuals, responding appropriately to their individual and group's needs, and expanding their information about, understanding of, and support for guidance programs and school counselors' roles. They seek to understand, identify common ground, meet needs, and, where differences exist, agree to disagree with professional objectivity. In these relationships, building guidance program staff leaders are more conscious of their words and actions than they are spontaneous, as their effects will ripple out to larger groups.

Marketing Plan

Building guidance program staff leaders and school counselors are better able to manage effectively their relationships with people external to the building when they have conceptualized how these relationships work, what their purpose is, and how they can best further program understanding, support, and access. In counseling literature such conceptualization is called a *marketing plan*. Different from advertising or self-promotion campaigns, marketing provides means for

> meeting the needs of clients in an effective and efficient manner. . . . The use of marketing techniques . . . is dictated by the ethics of those using it. . . . Marketing is a way of helping those consumers who can benefit from our services to do so. . . . Counselors . . . must see counseling as a *product* and define what that product is. . . . Counselors must see themselves as worthy, credible professionals who do, indeed, have a place in the marketplace of health care provision. (Wittman, 1988, pp. 311–313)

School guidance programs are multidimensional. School counselors' contributions to students' development are multiple. The roles they fulfill are multifaceted. This complexity makes the product difficult for someone else to understand. Each of the counselors' customers—students, teachers, parents, administrators, and external publics—has a glimpse of the dimension at which they intersect the program and of the school counselor's role with which they interact. They do not, however, see the other program activities and counselors' roles in the same light. (We are reminded of the children's story of the blind men and the elephant.)

Students and teachers see counselors fulfilling more than one role, so their perspective is broader than that of some others. Even teachers see only the content addressed and the activities provided with the students at the grade levels they teach. In comprehensive guidance programs (Gysbers & Henderson, 1994), all students experience the four program components, but without the professional adult perspective it is hard for them to conceptualize the whole guidance program and the whole school counselor role. The less involved individuals are with the day-to-day operation of the school, the less contact and, therefore, less understanding they have of the program. Building guidance program staff leaders, school

> counselors, and members of the educational team, have a professional responsibility to help people in our communities become better informed about our schools and to enlist their cooperation to improve our total educational programs, including counseling and guidance programs. The public clearly does not support programs it fails to understand. Therefore, counselors must become actively involved in the interpretation of counseling and guidance programs to our publics. (Posey, 1992, pp. 53–54)

Marketing is based on identifying the needs of the clients served and communicating the means by which the program meets those needs. It is a fairly safe assumption that all of a school's clients are interested in the welfare of students. Today's comprehensive guidance programs are designed by establishing priorities that are based on student needs and customizing the program to uniquely fit each building (Holcomb & Niffenegger, 1992). Thus, marketing school guidance programs and staff roles involves educating others as to students' needs and program goals. "Marketing is a way of helping those consumers who can benefit from our services to do so" (Wittman, 1988, p. 313).

Effective marketing "plans are more than disjointed activities" (Posey, 1992, p. 59). Among other things, they are sincere, positive, and continuous in application (Posey, 1992). Building guidance program staff leaders and other program representatives "communicate about the unique contributions made to students through the program through media targeted at specific audiences" (Holcomb & Niffenegger, 1992, p. 56). A salient difference between interacting on an ad hoc basis with individuals from the community outside the school building and interacting on the basis of a marketing plan is that, given the limited opportunity for interaction and relationship building, thought is given to the most meaningful messages to be conveyed to the various publics, and "the most effective means of communicating with the service users (e.g., word-of-mouth, printed advertisement, mailings)" (Wittman, 1988, p. 309) are used.

In his study of secondary school counselors, Gibson (1990) found that the secondary school counselors

> who had planned communications programs shared in common the belief that it was important to identify the appropriate communications networks in the school as well as their external supporting community and develop a plan to use both of these. A recommended approach was the development of a counseling-program communication plan that identified (a) the audiences to be addressed; (b) the information to share with each of these audiences; (c) the purpose (i.e., informing, involving, convincing, etc.); (d) the methods (i.e., letters, memos, news releases, personal and group discussion, etc.); (e) by whom; and (f) when. (p. 255)

With such a plan conceptualized, building guidance program staff leaders, whether acting proactively or reactively, are always prepared to communicate appropriate messages to program constituents. While public relations and communications is a discipline of its own and beyond the scope of this book, some brief examples of typical external groups, recurrent topics, sample building guidance program staff leader messages within the advocacy functions, and appropriate media follow.

Groups/Topics/Responses

MEDIA. Public media targeting the public-at-large include newspapers, radio, and television. Depending on their resources, school districts may use media (e.g., newsletters and electronic mail) to reach every employee, also a generalized audience. The number of media sources varies with the size of the community. Their degree of influence depends on a mix of things, including the size of their following, their credibility, and their political clout.

Their interest is news, what the general public is interested in. Typically, high school building guidance program staff leaders are called on to release and comment on the school's SAT or ACT scores. Whenever tragedies occur, they are asked to respond regarding suicides, drive-by shootings, or other examples of violence in the community that were committed by or that affect youths or children. Interest in wellness continues to grow, and special sections or features highlight mental health from time to time. "Counselors' Corners" in newspapers are not unfamiliar.

Challenging to building guidance program staff leaders is the brevity of what is reported, particularly in the more emotionally complicated events. Schools and school districts often have someone designated as spokespersons for the district. Their expertise should be relied on. Clearly having in mind the messages to get "out" to the public is a must. Clever "sound bytes" are appreciated. The messages address the situation itself, how others can avoid such negative occurrences or get involved in positive ones, and how school counselors, the school guidance program, and others from the building help. As these messages are one-way communications (i.e., the audience only listens or reads), building guidance program staff leaders are representing the program, sharing information from guidance expertise, and reaching out to and welcoming potential clients.

BUSINESS AND LABOR. Because the mission of schools includes preparing young people to take their places successfully in the working world, local business and labor groups have long been willing to contribute to schools and to their career development programs. Big and small businesses, business groups such as chambers of commerce and service clubs, labor unions, and apprenticeship programs exist in local communities and in urban centers.

These groups are interested in a quality workforce and essentially want to know what schools are doing to help develop one. In fact, data gathered in Gallup surveys conducted periodically for the National Career Development Association and, in recent years, the National Occupational Information Coordinating Committee "suggest that more than half the adults in this country who have enough information to express an opinion support increasing the emphasis placed on career development by public schools" (Brown, Minor, & Jepsen, 1992, p. 261). With such support for a major theme of school guidance programs, building guidance program staff leaders have a lot to communicate with workplace representatives. These representatives are typically not, however, complimentary about how schools have done in the past; they often express messages about how schools need to improve.

Building guidance program staff leaders avoid being defensive, while representing the integrity of the work done in the past and currently. Developing "closer ties with business and industry for the purpose of sharpening our career development skills and increasing their impact on the students" (Cormany & Brantley, 1996, p. 171) provides means for augmenting activities that help students and, at the same time, provides opportunities for educating others about the program and its results.

These relationships are typically interactive and multidimensional—workplace representatives are often taxpayers and parents as well. Building guidance program staff leaders not only represent their programs and buildings but also share information with, reach out to, and welcome these representatives. They support and cooperate in implementing their school-related agenda and consult with them about employees or their own children, while advocating for the guidance program and other career development programs in the building. The interactions range from somewhat one-way, one-dimensional presentations at business people's meetings and at their in-service trainings, to soliciting input on relevant issues through advisory committee participation (e.g., guidance program priorities), to in-depth planning of guidance program activities (e.g., mentoring programs and internships).

OTHER COMMUNITY GROUPS. In addition to workplace-related groups, there is a plethora of other groups in communities. There are service clubs (e.g., Kiwanis, Rotary, Lions) and other altruistic groups (e.g., those that support specific activities such as scholarships, social or psychological services agencies, and community-based organizations). Often these groups work closely with school building staff to accomplish their altruistic missions or to link the activities or services with the school. Their helping spirit is always appreciated, but occasionally they want school guidance program staff members to do tasks outside their scope of responsibility or their job descriptions, for example, identify specific scholarship recipients, grant unearned credits to foreign exchange students, advertise commercial ventures, or further political agenda

Having clear-cut guidance program priorities provides an agenda for working cooperatively with such groups as well as for staying within appropriate boundaries.

Community groups have similar potential to workplace groups for relationship building opportunities, from making informational presentations to inform their staff or memberships, to soliciting their input to program priorities through advisory committee participation, to cooperating on program activities for students. Posey (1992) suggested "other external PR activities that might be considered . . . are intergenerational programs [and] student volunteerism" (p. 60). Every interaction presents opportunities to educate and enlist support.

MENTAL HEALTH COMMUNITY. Mental health agency staff members and service providers in the community not only provide extended counseling services for students and families but also represent professions related to school counseling and guidance. Included are licensed professional counselors, psychologists, social workers, and psychiatrists who work in public agencies or with private entities. Examples of public agencies with whom school counselors and, therefore, their staff leaders, work are child protective services, probation departments, government-funded mental health care centers or hospitals, vocational rehabilitation, and employment services. Examples of private entities include private counseling practices and psychiatric hospitals.

Two topics recur with such groups: collaborating to provide better services to students and overcoming their underestimation of school counselors' professional training, professionalism, and program impact. The first topic is dealt with in other professional sources. Suffice it to say here that school counselors are the referring and linking agents between schools and agencies; they help many students and parents pursue treatment or services not available through school districts. Ritchie and Partin (1994) studied the relationships between school counselors and their referral sources and reported, "The more familiar [counselors] were with the referral source the less likely they were to report having problems with the referral resource" (Ritchie & Partin, 1994, p. 269). They also identified some recurrent problems with the community-based resources that echo our experiences, such as their ineffectiveness with cases, failure to cooperate or communicate with school counselors, breaches of confidentiality, inability to treat students because of lack of resources, and family refusal of the referral for a variety of reasons. Building guidance program staff leaders strive to establish relationships proactively with individuals and their employing entities to enhance referral and collaboration. They react on behalf of students and their relationships with their designated school counselors when related professionals do not act with the same integrity.

Unless they have worked previously as school counselors or have otherwise had close contact with school guidance programs, related mental health service providers do not have sufficient information about school guidance programs, their activities, and services. In some instances they are not even aware of the training requirements for school counseling professionals. Conversely, building guidance program staff leaders and school counselors do not have sufficient information about the programs and services offered by specific entities. They are not aware of the backgrounds, training, and specializations of the professional mental health staff members. Mutual respect and collaboration begins with sharing such information. Mutually supportive work on behalf of clients (students, teachers, and parents) follows, as does consultation on specific cases or more generally applicable areas of expertise. These functions pave the way for advocacy that is sometimes needed to ensure that particular clients receive the services they need.

Methods for developing relationships with referral source representatives include serving on both school-based and agency-based advisory committees that establish program priorities. Formalized coordination and contractual agreements help clarify much information.

such as carving out appropriate roles and responsibilities for related professionals with specific student cases, communication links, and methods for ongoing case consultation. Posey (1992) suggested viewing all of these interactions as public relations activities, if the relationships are to be long term and mutually beneficial beyond individual cases. Participation of professional staff from community resources on school-based intervention teams is described by Smaby, Peterson, Bergmann, Bacig, and Swearingen (1990). Through this method of interaction, "school professionals become aware of existing community resources, and community professionals can understand the adolescent challenges that school professionals must address" (p. 373).

PROFESSIONAL COUNSELING COMMUNITY. Many opportunities for professional development as leaders and for representation and advocacy on behalf of the school counseling specialty are available to building guidance program staff leaders through professional associations (i.e., the American Counseling Association and its branches and divisions, state counseling associations and their local branches and divisions). Participation in association leadership not only advances the profession and the professionals but also provides opportunities to showcase a building's guidance program. Such showcasing builds respect for and pride in the program and in the professional counseling staff both within and outside the building. Through participation in association activities, building guidance program staff leaders represent the needs (e.g., for preservice training) of their component of the counseling profession and at the same time reach out to potential employees.

POLITICAL COMMUNITY. Through professional associations and otherwise, building guidance program staff leaders relate with representatives of the political community, elected officials who set or implement public policies that affect the practice of school counselors. Locally, such officials include school district board members, municipality and county officials, and court judges. Potentially, the laws, policies, and rulings established by these officials extend or curtail the roles and practices of professional school counselors. Topics that recur for consideration include certification to practice and job descriptions, program practices and materials selection, censorship, children's rights and responsibilities, parents' rights and responsibilities, confidentiality and family privacy rights, and program funding.

Building guidance program staff leaders maintain awareness of when such topics are coming up and act proactively to lobby for appropriate policy setting and interpretation. Failing that or as a result of shifts in interpretation in individual cases, they may have to react to correct possibly damaging precedents. Again, these topics are the subject matter of other publications that are accessible to building guidance program staff leaders (e.g., Remley, 1991–1994). As with other individuals with whom building guidance program staff leaders do not typically have opportunities to build in-depth relationships, educating such officials as much as possible and enlisting support for guidance programs and the professional practices of school counselors are the goals. Every contact with these key decision makers should reflect professionalism and extend their information about the profession. From knowing and adhering to board policies (Cormany & Brantley, 1996) to testifying in court, "the counselor should appear comfortable and professional" (S. H. James & DeVaney, 1995, p. 101).

Brigman (1994) summarized nicely what guidance program staff leaders need to remember in relating with the political community both proactively and reactively:

> Four keys to protecting student access to effective programs are . . . (a) having clear board policies, (b) developing parent support networks, (c) making decision makers aware of organizations that support developmental school counseling, and (d) being

> knowledgeable about resources available to help counselors manage a challenge. (Brigman, 1994, p. 53)

When political challenges to guidance programs or to school counselors occur, building guidance program staff leaders join together with their colleagues from other buildings as well as district leaders to respond appropriately and effectively within the context of their school districts. They also enlist the support of their colleague generalist administrators and of the professional counseling associations.

If the Building Guidance Program Staff Leader Is Not a Professional School Counselor

To effectively represent the building guidance program, building guidance leaders require basic understanding of and commitment to its values and operations, of developmental needs of students particularly in the personal and social domains, and of school counselors' ethics and expertise. Beyond that, the responsibilities of building guidance program staff leaders described in this chapter do not require school counseling background and training. In fact those with school administration credentials are well trained in the skills and strategies used in advocacy functions—from *representing* the programs of the school building to *advocacy* on behalf of specific students or programs. School administrators exercise political and consultation skills on behalf of every program and staff member within their responsibilities in all (and, perhaps, more) external contexts mentioned here. Principals are the primary communicators, climate setters, and problem solvers in their buildings. They spend much of their time every day seeking common agendas with individuals who appear to be in opposition to one another.

Summary and a Look Ahead

This chapter concludes the discussion of the program leadership aspects of building-level guidance program staff leaders' jobs. As described in Chapter 3, they empower school counselors to carry out their program roles and responsibilities by establishing healthy interpersonal climates, building and maintaining team approaches to program delivery, managing the programs' resources, and conducting effective meetings. In this chapter, we discussed their responsibilities to and methods of advocating for the guidance program and its staff members.

Building guidance program staff leaders also are responsible for leading school counselors in the improvement of their job performance. Their staff leadership roles are defined by counselor performance improvement systems established by their school districts and implemented in their school buildings. These roles and activities are described in Chapters 5 through 8.

As discussed in Chapter 5, staff leadership begins with setting appropriate professional climate, hiring qualified staff members, and orienting them properly. Annually defining expectations for each staff member's job is the first component of the performance improvement system. Promoting the professionalism of individual school counselors is discussed in Chapter 6 and involves building guidance program staff leaders helping individuals set meaningful professionalism enhancement goals, as well as developing and implementing plans for attaining them. A paradigm is described for conceptualizing professionalism that provides the basis for the system and from which staff leaders operate. Professional supervision activities—clinical, developmental, and administrative—constitute the bulk of building guidance program staff leaders' time. As described in Chapter 7, supervision is targeted for each individual in the context of their job descriptions and their professionalism enhancement goals. Performance evaluation, the topic of Chapter 8, is the culmination of these improvement efforts. Through these activities, building guidance program staff leaders judge the overall professionalism level, defined as a combination of one's competence and one's commitment levels, of each member of their staffs.

Chapter 5

Defining School Counselors' Jobs Within the Guidance Program

Competencies:
Continuously strives for
complete involvement
of each staff member
Sets standards

A MAJOR PURPOSE of a comprehensive guidance program is to provide help to students by addressing their identified needs according to the priorities set in the program design. The quality of the program is directly linked to the levels of competence of the professional school counseling staff. Although the responsibility for each individual staff member's level of professionalism belongs to the individual, it is the responsibility of both district and building guidance program staff leaders to encourage high levels of performance by individuals by setting a stage that promotes maximum development and use of their competence, commitment, and professionalism.

This chapter describes the wide variety of activities done by building guidance program staff leaders to help school counselors enhance their professionalism, from being visibly involved in counselors' preservice training to helping them transition into and perform well in their new jobs. These activities constitute the district's performance improvement system used in all buildings. The counselor performance improvement system is operated in a climate with established professional expectations and effective leadership. The activities entailed in getting the right people on the staff, defining their job assignments, and orienting them to the job, the program, and the profession are described in this chapter. Ways to retain staff members are considered, and ways that building guidance program staff leaders who are not professional school counselors can carry out these responsibilities are suggested.

The Performance Improvement System

To best help staff members reach their professional potential, a system needs to be in place that focuses the efforts of building-level guidance program staff leaders (and district-level guidance leaders as well) in promoting ever higher levels of professionalism. Because an individual's professionalism is a personal matter, the system focuses on individual counselors by providing them with meaningful assistance as they pursue their professional development. The components of the system include specific and clear job descriptions, supervision of their performance in those jobs, evaluation of their performance in those jobs, and efforts to help them improve in their work. This model performance improvement system is described in Chapters 5 through 8 in this book for use by building guidance program staff leaders and school counselors. Chapter 10 includes district leaders' responsibilities in the performance improvement system.

A school counselor's job fits within the established role and related guide for all positions in that same category (Gysbers & Henderson, 1994), but within that it has its own unique description. Three categories of supervision are provided: clinical, developmental, and administrative. Performance evaluation includes self-evaluation as well as that done by building guidance program staff leaders in their administrative role. It includes not only feedback about performance within job activities but also feedback regarding individuals' attainment of their established professionalism enhancement goals. Performance improvement efforts include the professionalism enhancement goals and activities pursued by individuals as well as the staff development opportunities provided by the school building and district. The different components of the performance improvement system involve employees (school counselors) and their "bosses" (building guidance program staff leaders) communicating in different ways about what and how well the employees are doing. Because this communication is important and highly sensitive, forms are useful to facilitate the process and ensure clarity in this communication. Figure 5-1 depicts visually the overview of the performance improvement system. Under each section heading, the facets of each component are listed. Figures are provided throughout this chapter that visually depict the various facets of the system to be discussed and the forms associated with each facet.

Although interrelated in the overall performance improvement system, each of these components is differentiated from the others by its purposes and goals. According to Borders (1991a), for example, supervision encourages self-awareness and professional identity. Evaluation is the determination of worth or value of a person's performance for the purpose of decision making about their contract status. Evaluators *judge*; supervisors *educate*. Evaluators are concerned with *whether* a counselor is effective. Supervisors are concerned with *how* the counselor is effective or ineffective (Borders, 1991a).

The components are also differentiated by the relative degrees of responsibility taken by school counselors and by their building guidance program staff leaders within each, and by the activities and forms that support them. In the next section, the purpose, goal, responsibilities, activities, and forms of each performance improvement system component are defined. The section concludes with a description of the time frame for all of the major component activities.

Job Definition

Specifying the job description of each school counselor provides the basis for all the subsequent performance improvement efforts. It allows school counselors and building guidance program staff leaders to begin their relationships for the year with clear communication about their expec-

FIGURE 5-1
Counselor Performance Improvement System: Overview of Components

JOB DEFINITION	SUPERVISION	PERFORMANCE EVALUATION	PROFESSIONALISM ENHANCEMENT
Role	Clinical	Self-evaluation	Goal setting
Position guide	Developmental	Administrative evaluation	Staff development
Job description	Administrative	Goal attainment	

tations for the counselor's performance. School counselors and building guidance program staff
leaders share equal responsibility for assuring mutual understanding of the expectations and for
establishing appropriate expectations. "Appropriate" expectations are those that call for good use
of the counselor's competence and commitment as well as the counselor's fulfilling the right role
in the building guidance program. Individuals' specific job descriptions fit within the role for all
school counselors adopted by the school district and the guide that defines the position written
for all individuals holding similar titles. Thus, the process that ends with the writing of a specific
counselor's job description for the upcoming year begins with knowledge of the basic role that the
school district hires all counselors to fulfill. It includes both the counselor and the building guid-
ance program staff leader's understanding of the relevant position guide. Examples of titles of
comprehensive school counselors are "elementary school counselor," "middle school counselor,"
and "high school counselor." Titles of specialist school counselors include "substance abuse coun-
selors," "migrant counselors," and "crisis counselors." Figure 5-2 displays these three facets of the
job definition component of the system and lists the forms used to support the component.

As defined by the school district, the school counselors' role is initially defined in a basic
statement that applies to all school counselors in the district, whether their job is comprehensive
or specialized. Many districts begin with the role statement published in guidelines for compre-
hensive guidance programs by their state departments of education. Lacking that, the American
School Counselor Association's (1990) role statement provides a basis. The role statement pro-
vides an essential link between the guidance program, such as the "comprehensive guidance
program" or a "developmental counseling program," described by the district and how the coun-
selors operate within it. It summarizes the basic and unique competencies that school coun-
selors bring from their backgrounds and training to the program, such as those associated with
instruction, guidance, counseling, consultation, referral, or assessment. It states the background
and training required by the school district, including such items as being fully certified or hold-
ing a master's degree. It establishes clearly any other basic expectations, such as adherence to
ethical standards, laws, and policies; and for continuous pursuit of professional excellence. An
example role statement is included in Appendix A.

Position guides are more specific than the role statement and more general than any indi-
vidual's job description. For staff members holding positions with the same title, the guides state
succinctly their responsibilities within the program and to the clients, provide examples of key
duties performed, depict the organizational relationships between the position holder and hold-
ers of positions with other titles (such as building guidance program staff leader), and state per-

FIGURE 5-2

Counselor Performance Improvement System: Job Definition (Facets and Forms)

	ROLE CLARIFICATION	POSITION GUIDE: SCHOOL COUNSELORS	INDIVIDUAL JOB DESCRIPTION
Facets	In building/school district In guidance program	Program components Role competencies	Assignment Job description development
Forms	Comprehensive guidance program description Performance improvement system	Position guides Job announcements	Job description Conference worksheet Performance evaluation form

formance standards (Gysbers & Henderson, 1994). They emphasize the aspects of the role that are fulfilled by and the competencies expected of these position holders. Example position guides are in Appendix B. The job announcement that is published for vacant positions is drawn from the position guide, so that from the first encounter with the position, future position holders have clear information regarding the expectations.

Within the guidance program across the district, school counselors fulfill the same roles. School counselors in positions with the same titles have similar expectations for their job performance. However, each counselor's assignment is unique as described by

- a unique caseload of students;
- differing applications of the counselor's competencies in program activities;
- taking different parts of program activities carried out by the team of counselors;
- working independently on a variety of tasks; and
- striving for individual goals for program and performance improvement.

Each counselor may specialize in certain aspects of the program (particularly in the Responsive Services). They, then, are the consultants to the rest of the staff regarding these cases and issues. The expectations of the counselor in a specific job need to match the job. To ensure this, building guidance program staff leaders must implement a fully developed performance improvement system, including individual conferences at the beginning of the year between them and each of their staff members in which these specifics are detailed and put in writing. An example job description is in Appendix C; the process is more fully described later on in this chapter.

Supervision

The purpose of supervision is to provide individual counselors with specific feedback regarding the quality of their performance in guidance and counseling activities, with assistance in attaining their established goals for performance and program improvement, and with information regarding their attention to administrative issues. As with the whole performance improvement system, the goal of supervisory activities is to assist individuals to enhance their professionalism in job-related areas of competence and commitment. It is one means for recognizing outstanding performance and contributions made by individual counselors and for identifying performance or attitudinal deficiencies and, subsequently, providing for needed improvements. The responsibility for meaningful supervision is shared between building guidance program staff leaders and school counselors. In their supervisory role, building guidance program staff leaders accept differing degrees of responsibility for different staff members, depending on the school counselors' levels of professionalism.

Three categories of supervision have been identified in the literature—clinical, developmental, and administrative (Barret & Schmidt, 1986)—and are recommended in this model. The purpose of clinical supervision is enhancement of counselors' professional skills through direct observation and provision of feedback. Forms that outline expected behaviors in the application of skills help structure both observation and feedback activities. The purpose of developmental supervision is improvement of the guidance program and advancement of counselors' levels of professionalism. It consists of activities that help counselors set goals, monitor their progress toward those goals, and assess attainment of those goals at the end of the specified time frame. Action plan forms for recording these decisions, plans, and achievements objectify this process. The purpose of administrative supervision is to assure that counselors conduct themselves in accordance with professional, ethical, and legal standards; relate well with other school staff members and parents; and otherwise work effectively within the school system. Many of these expectations are also held for other school staff members. School districts and schools have a range of means for assisting staff leaders and staff members document behaviors in this facet of the supervision component. Figure 5-3 displays the three facets of supervision, their basic activities or topics, and related forms. Chapter 7 describes these supervision procedures and activities in detail.

Performance Evaluation

The purpose of the evaluation component in the counselor performance improvement system is to improve the guidance program by providing staff members with summative statements specifying their performance strengths and weaknesses and suggesting targets for improvement or remediation. The goal for building guidance program staff leaders is to make fair and consistent judgments regarding the quality of each staff member's performance and level of productivity and to communicate these judgments clearly. Thus, in this component of the performance improvement system, the primary responsibility belongs to the staff leaders. Staff members, however, have the responsibility of learning from the judgments communicated and continuing to strive for overall performance excellence.

The facets of the evaluation component include parallel activities done by school counselors and building guidance program staff leaders for the purposes of self-evaluation and systemic evaluation, respectively. Both parties must understand the standards against which the judgments will be made, and gather and analyze data that lead to the assessments of performance quality and productivity. Their preliminary judgments are discussed in face-to-face conferences, and the final assessments are recorded on the school district's approved counselor performance evaluation form. Figure 5-4 displays the two facets of evaluation: the activities that constitute self-evaluation and administrative evaluation and the forms that support them. The performance evaluation component activities and procedures are detailed in Chapter 8.

Professionalism Enhancement

Within the context of a performance improvement system, the purpose of the professionalism enhancement component is to assist individual counselors to use professional development opportunities to improve their levels of competence in and commitment to their jobs, position, role, and profession. It includes school counselors using the school and school district's staff development resources in meaningful and efficient ways. As the responsibility for being competent in and committed to their professional assignments belongs to individual staff members, so too does the primary responsibility for professionalism enhancement. Building guidance pro-

FIGURE 5-3
Counselor Performance Improvement System: Supervision (Facets and Forms)

	CLINICAL	DEVELOPMENTAL	ADMINISTRATIVE
Facets	Observation Feedback	Goal implementation Case conferencing In-service Mentoring Professional affiliation	Work habits Relationships Ethics, standards, and regulations Case consultations
Forms	Observation forms: Instruction Guidance Counseling Consultation Referral Assessment	Action plans: Program improvement Professionalism enhancement	Other performance-related documentation: (e.g., sign-in sheets, telephone messages, other writeups, notes, records)

FIGURE 5-4
Counselor Performance Improvement System: Performance Evaluation (Facets and Forms)

	SELF-EVALUATION	ADMINISTRATIVE EVALUATION
Facets	Standards clarification Data gathering and analyses Assessment of goal attainment Evaluation conference	Standards clarification Data gathering and analyses Assessment of goal attainment Evaluation conference
Forms	Self-evaluation form Goal-related action plan forms	Performance evaluation form Goal-related action plan forms

gram staff leaders' responsibilities are to provide guidance, direction, and support for staff members as they develop their professionalism.

As depicted in Figure 5-5, there are activities within two facets of the professionalism enhancement component: those undertaken by the individual staff members and those undertaken by the school district. The professionalism enhancement component activities include goal-setting conferences wherein the staff leader assists staff members to establish meaningful program and performance improvement goals. Staff members, then, are able to commit to participation in professional development activities that help them achieve their professionalism enhancement targets. Finally, building guidance leaders make and help staff members make evaluative judgments assessing their levels of goal attainment.

School districts and schools apply resources to staff development activities. Because of the proportionately few school counselors within the total educator staff, the typically scarce resources expended for school counselors' staff development are most effectively used when they are related to identified needs of the counselors in the context of the priorities of the guidance program. Use of resources is managed by building and district guidance program staff leaders through a staff development plan. Figure 5-5 also lists the forms that support the professionalism enhancement component. The procedures and activities of this component are described in Chapter 6.

FIGURE 5-5
Counselor Performance Improvement System: Professionalism Enhancement (Facets and Forms)

	INDIVIDUAL	SCHOOL DISTRICT/SCHOOL
Facets	Goal setting and monitoring conferences Professionalism enhancement activities Assessment of level of goal attainment	Aggregation of staff members goals Needs assessment Staff development activities and resources
Forms	Professionalism enhancement goals and action plans	Goal recording forms Needs assessment forms Staff development plans (5-year; 1-year)

Activity Time Frame

The complete set of performance improvement system activities comprise the process for defining, enhancing, and evaluating school counselors' professionalism. Figure 5-6 lays out the activities across the time frame of a school year beginning in August and ending in June. (We recognize that school year calendars vary from state to state and district to district, and so readers will have to adapt this schedule as suits their actual year.)

That the performance improvement system component activities are interwoven across the school year is best seen in Figure 5-6. Although the activities are described separately in subsequent chapters, in implementation they build on each other. Step 1 is an activity related to all four components of the performance improvement system and is for the purpose of ensuring that all staff members know what it comprises and how it will work for the school year that is beginning. Step 2 is the job definition activity, which also relates to performance evaluation. Step 3 begins the performance evaluation process, which includes Steps 10, 11, 12, 13, and 16. Supervision activities occur in Steps 4, 5, 6, 7, 9, 11, 14, and 15. The remaining steps, 8, 17, 18, and 19, are those implementing the professionalism enhancement component, with the first two being counselors' activities and the latter two the building guidance program staff leaders'.

In most actual circumstances school counselors stay in the same buildings for more than one year and work with the same building guidance program staff leaders for more than one year. Thus, the performance improvement process is not linear, but cyclical. For example, in summative performance evaluation conferences, school counselors receive input that suggests professionalism enhancement goals for the following year; gathering data for use in performance evaluation for the next school year begins with events that occur in May and June, after the summative evaluation has been completed for one school year.

FIGURE 5-6
Counselor Performance Improvement System: Procedural Steps/Time Frame
(Activity/Month)

STEP	MONTH	ACTIVITY
1	August	Orientation to the performance improvement system
2	August	Job description development conference
3	August	Evaluation development begins
4	August	Program and performance improvement goal-setting conference
5	August	Development of goal-directed action plans
6	September–April	Clinical supervision
7	September–April	Action plan monitoring
8	September–April	Participation in professional development activities
9	September–April	Administrative supervision
10	September–April	Formative evaluation conference(s)
11	January	Goal progress conference
12	April	Development of self-evaluation (counselor) Development of draft of performance evaluation form (guidance program staff leader)
13	May	Summative evaluation conference
14	May	Assessment of goal attainment levels
15	May	Assessment of action plan accomplishment
16	May	Performance evaluation form completion
17	June	Professionalism enhancement goals suggested
18	June	Staff development needs assessment/goal aggregation
19	July	Staff development planned for next school year

A final point about the process: The entry point in the cycle varies depending on which performance improvement system component is the driving force. A school district may define it for all school counselors. The component being emphasized with different staff members may vary. Although this is discussed in more depth in Chapter 6, at this point it is important to recognize that individual staff members fall into different categories of professionalism. Highly professional counselors require different interventions in helping them improve their performance than do those who are burned out. New counselors require different interventions than do those who are experienced. Because an employee's contract status is tied to the evaluation of their performance, for burned-out or new counselors who are on probation, the driving force is the performance evaluation component. For highly professional counselors with tenure or on a continuing contract, the professionalism enhancement component is the driving force. For moderately professional counselors on a continuing contract, the driving force might be the supervision component.

The driving force determines the perspective with which the procedures and the series of activities are viewed. It suggests the starting and ending points in the cycle and the activities that are emphasized. For example, if the driving force is the performance evaluation cycle, then the legal stipulations about the procedures must be adhered to. In most states this means that the data that support evaluative judgments are collected beginning with the start of the contract year. The job description conference (Step 2) is considered a preevaluation conference. What is stipulated in the August conference sets the stage for the April/May conferences. Supervision activities are seen as formative evaluation (Sergiovanni, 1984). Administrative supervision may be emphasized.

For most school counselors, the driving force is the professionalism enhancement component. With contract status not being a primary concern, the emphasis on professionalism allows school counselors and building guidance program staff leaders to capitalize on the ongoing nature of the cycle. Beginning with the evaluation conference in the Spring of one year (Step 13), professionalism enhancement goals flow from one year to the next, reflecting long-range plans adjusted for new feedback. The job description is adjusted as new competencies are brought to play in the program. Supervision includes the provision of teaching, consulting, and counseling with counselors for performance enhancement rather than a means of gathering data to support evaluative judgments. Developmental supervision is emphasized. Summative performance evaluation is seen as an annual event in which new ideas for continuing development are generated.

When the emphasis is on the supervision activities, the cycle may begin with the development of goal-directed action plans (Step 5), during which the schedule and purposes for supervision activities may be established. Usually, clinical supervision activities are highlighted, allowing building guidance program staff leaders to nurture the professionalism enhancement of school counselors through supervision. For counselors on probation, the primary purpose for supervision activities is to provide data that support evaluative judgments about the overall effectiveness of their performance. In the cases of professionals whose performance is satisfactory, "supervision is needed to complement evaluation practices. School counselors who receive informative evaluations also need supervised experiences to improve skills, develop new areas of competence, refine counseling programs, and receive support for their efforts" (Borders, 1991a, pp. 254–255).

Professional Climate

The ultimate effectiveness of a performance improvement system—and, indeed, of the guidance program itself—depends on the professional climate established by guidance program staff leaders for the guidance department in the their buildings. In addition to an open and trust-filled interpersonal climate, the department atmosphere is best when it supports high levels of professionalism of the staff members.

Professionalism consists of one's competency *in* the profession and one's commitment *to* the profession. According to Webster's *Third New International Dictionary* (Gove, 1993), *professionalism* is

> characterized by or conforming to the technical or ethical standards of a profession or an occupation: manifesting fine artistry or workmanship based on sound knowledge and conscientiousness: reflecting the results of education, training and experience.

Competence is based on the technical standards, the workmanship, and knowledge that stem from education, training, and experience. Commitment stems from ethical standards, artistry, and conscientiousness. The more competent and committed the staff members, the higher their levels of professionalism. (This concept and its application are described more extensively in Chapter 6.) Two factors contribute to supporting high levels of professionalism within guidance departments: the expectations set for school counselors and other staff members and the leadership provided by building guidance program staff leaders.

Establishing Expectations

Holding high expectations is only the first requirement for effective building guidance program staff leaders. It is, of course, best when the staff members' expectations for themselves, for the department, and for the program match those of their leaders. Thus, clear communication of these expectations must follow, as should efforts to assist staff members understand them. Whenever possible, expectations are based on clearly described standards of competence and commitment.

Competence

Standards that support expectations for competence in the profession are most clearly identified through the establishment of the school and school district's guidance program. According to the comprehensive guidance program delivery model (Gysbers & Henderson, 1994), guidance activities are grouped in four program components: guidance curriculum, individual planning system, responsive services, and system support. An example of roles that professional school counselors fulfill in each component is provided from Northside Independent School District's (1994) position guide for school counselors:

> **Major Job Responsibilities:** in implementation of **guidance curriculum** activities, to provide competent and appropriate *guidance* and *consultation*; in implementation of **individual planning system** activities, to provide competent and appropriate *guidance*, *consultation*, and *assessment*; in implementation of **responsive services** activities, to provide competent and appropriate *counseling*, *consultation*, *coordination*, and *assessment*; in implementation of **system support** activities, to *manage* the guidance *program* competently and appropriately and to demonstrate *professionalism*. (p. 79)

Specific competencies have been identified as necessary for fulfillment of the roles of guidance, counseling, consultation, coordination, assessment, program management, and professionalism. The competencies are further detailed by indicators of competence and descriptors of competent behavior (Gysbers & Henderson, 1994; Texas Counseling Association, 1991; Texas Education Agency, 1991). When combined, the descriptors, indicators, and competencies provide concrete pictures for school counselors of the technical and workmanship standards for performance.

Statements of knowledge standards are available in the form of training and/or certification standards and educational requirements for degrees, as well as in the topics identified as high-priority student needs for services. An example of the descriptors, indicators, and competencies associated with the counseling role is provided in Appendix D.

Commitment

The standards that support staff leaders' expectations for commitment to the profession are partially expressed in the profession's ethical and practice standards (American Counseling Association, 1995; American School Counselor Association, 1992). The standards that support the artistry and conscientiousness must be drawn for staff members. Work ethic and habit standards are usually clearly expressed by the school or school district administration. Building guidance program staff leaders, however, must be conscientious about detailing their commitment expectations for their staff members. A vehicle not to be underestimated for communicating expectations for commitment is that of modeling. Staff members often pattern their professional commitment behaviors after those of their leaders.

Because most staff leader–staff member relationships are long term, depth of understanding of the leader's and each staff member's expectations develops over time. "Bottom lines" (e.g., regular attendance, working by project rather than by the clock) and "nonnegotiables" (e.g., phoning in when absent, limiting personal phone calls) are, however, stated early on and maintained consistently. Mutuality of expectations makes for the most harmonious relationships. The standards set and the expectations held are clearly beneficial to staff leaders and members alike. When standards are not set for a department by some higher source, staff leaders and members decide on them together.

Providing Leadership

From *Leadership Secrets of Attila the Hun* (W. Roberts, 1987) to *Principle-Centered Leadership* (Covey, 1991), current literature on leadership recognizes that the climate of an organization is set by the organization's leader. An ongoing challenge to both building and district guidance program staff leaders is to provide leadership to staff members that results in an effective program, a cohesive and productive team, and a climate that fosters excellence in professionalism. Although leadership literature is sure that leaders have an impact on their followers, it identifies no one formula for ensuring that impact leads to the desired results.

Our position regarding implementing the model performance improvement system described in this book is that effective leadership occurs when leaders are self-aware and are self-disciplined. Individuals who are leaders by "position (job description and roles)" (Falvey, 1987, p. 11) are most effective when who they are—their "person (unique traits and attitudes)"—and how they function—their leadership processes "(decision-making and communication)"—are congruent and consciously managed. In other words, leaders must learn about themselves and adapt leadership models to fit themselves. One goal to strive for is comfort in leadership roles, such as in the *administrative, supervisory*, and *management* roles. Another is being able to match leadership styles and behaviors to the needs of followers, leading so others will follow—what we have termed the *professional leadership* role. Ultimately, individuals find their own leadership styles on the basis of their self-understanding and their beliefs about leadership.

The more that leaders are aware of their own styles, the more they can be comfortable with themselves and adapt to the styles of others. Learning and teaching styles, behavioral styles, interpersonal styles, conflict management styles, and personal styles are all at work in leader–follower relationships. Effective leaders understand their needs (such as for control and for security); their self-esteem and work-related values; their good and bad personal habits (such as procrastinating, overeating, disorganization, or other counterproductive behaviors); their levels of emotional control (such as tendencies to overreact or underreact), and the role that negative feelings (disappointment, guilt, anxiety, inadequacy, and worry) play in their approach to work and problems.

A broad professionally relevant knowledge base contributes to a broad repertoire of leadership strategies. In addition to their knowledge about themselves as human beings, effective leaders are cognizant of the theoretical bases that guide their actions. They have articulated their personal theories of human dynamics, psychology, and counseling, as well as their "platforms" (Glickman, 1992; Sergiovanni, 1984) regarding the roles and goals of education, guidance, and staff leadership.

All of these ingredients come together in an individual's leadership style. Leadership styles have been characterized along a variety of continua: orientation toward task accomplishment versus orientation toward interpersonal relationships; autocratic style versus democratic style; leader-centered management versus person-centered management; beliefs in extrinsic versus intrinsic motivation of workers; and operating from a psychological distance versus operating from psychological closeness (Falvey, 1987).

Although there is not agreement on which ingredients hold the key to leadership success, one point is agreed on: To be effective, leaders must adapt their styles and behaviors to the needs of their followers and to the situation at hand. Guidance program staff members have varying levels of professional experience and maturity. They vary in age and personalities. They have different needs, values, habits, and levels of emotional control. They, too, have learning and teaching, behavioral, interpersonal, and conflict management styles. Each situation that staff leaders and members are in together has its own variations of difficulty, complexity, and stressfulness that affect the responses of the staff members and leaders. In Chapter 6 we describe appropriate leadership responses to variations in school counselors in the context of striving for the highest levels of professionalism.

Getting the Right People on the Staff

The first step in assuring high-quality performance by school counselors is to hire competent people. Determining competence is somewhat tricky in the hiring process, and there are more criteria than competence in identifying the right new staff member(s). In addition to competence, building guidance program staff leaders want on their staffs individuals who will enhance the team that has been built. Buildings and districts value having counselor staff members who reflect the demographic mix of their student population.

A lot of variables are considered in staff member selection. Competence in applicants is the result of natural talent, education, training, and experience. Enhancing the team is often a matter of personality as well as interpersonal skills. Relevant demographics include such things as race/ethnicity, gender, socioeconomic background and experience, language, and culture. To have a pool of applicants from which to select new staff members, building and district guidance program staff leaders continually recruit those who might be competent to carry out the guidance program and who might fit into the teams, the district, and its buildings. Having recruited a good applicant pool, guidance program leaders' next challenge is to select the best person from that pool for the available job.

Recruiting Qualified Applicants

With the increases in school counseling positions across the country as a result of ratio enhancements, retirements, and the continued growth of comprehensive guidance programs, "the need for recruitment efforts is apparent" (Paisley & Hubbard, 1989, p. 69). The shortage also compounds the historical problem of the underrepresentation of minorities in education in general and, relatedly, in school counseling. Once in a while a staff leader may recruit a specific individual, but proselytizing staff members away from colleagues is frowned on. By knowing people in relationships other than that of an employer–employee, guidance leaders may not really know their competence levels, may only have a hint at their teamsmanship, and may not know details of their backgrounds and experiences. Because their counselor-employee qualities are unknown, recruitment is typically diffused, with the purpose of engendering a large number of applicants. Recruitment takes time and needs to be assigned a priority commensurate with the urgency of the need. It is often a responsibility shared by district leaders and building leaders for the district as a whole. Three basic recruitment strategies are often used by guidance program staff leaders: collaborating with the counselor education programs that supply the largest proportion of applicants, being visible as an employer, and presenting the school and district as an appealing place to work.

Collaborating With Counselor Educators

Collaborating with counselor educators has advantages for both the educators and the staff leaders. Golson, Bernstein, and Forrest (1995) found that counselor educators who responded to their survey "are engaged in a significant amount of activity related to K–12 education" (p. 249). They assessed the extent that counselor education faculty incorporate K–12 topics and personnel in their teaching, research, and consulting activities; participate in policy development or reform efforts in schools; or believe K–12 involvement is beneficial or detrimental to themselves or the field. Of the respondents, 96% reported having K–12 educators in their classes; a large majority (86%) said that some portion of their research was relevant to K–12 settings; 72% had been involved in policy development related to school counselor practice; and 69% were involved in program development. At the heart of the matter, 32% reported that some portion of their financial and administrative support was related to their K–12 activities. Of those who consult, 30% do more than half their consultation work with schools.

In addition to professional or personal benefits for themselves, allowing guidance program staff leaders and school counselors from nearby schools to have input into the courses and the program as a whole provides for continuity between training and employment. Because guidance program staff leaders hire the products of counselor education programs, the staff leaders' input provides school counselor educators with information about what makes their trainees marketable. Many universities have advisory committees or less formalized means for obtaining the input. Often, guidance program staff leaders and school counselors make presentations to the graduate classes about the realities of implementing guidance programs and working as counselors in schools. These activities are well worth the time and effort because the better the preservice training, the easier and more successful the transitions made by graduates into the work setting.

At a more global level, guidance program staff leaders can work at the state and national levels to establish or upgrade the standards for certification. Equipped with concrete notions about what jobs counselors appropriately do within school guidance programs, guidance program staff leaders are positioned to suggest what is minimally required of training.

Guidance program staff leaders also are vigilant about counselor educators establishing standards that do not reflect appropriate job requirements. For example, some counselor educators have emphasized therapeutic approaches in school counselor training, but developmental approaches are more appropriate in the school setting. There are counselor educators who train school counselors to better carry out administrative tasks all too frequently assigned to counselors. They neglect to teach the inappropriateness of these assignments and to reinforce the assertiveness skills needed by school counselors to rid themselves of inappropriate duties.

As was pointed out in Chapter 1, all administrators have influence, directly or indirectly, over counselors' actual job descriptions. The more they are educated about guidance programs and the right roles for counselors based on those programs in their principal or superintendent preservice training, the better use they are able to make of the counseling staffs in their buildings. Counselor educators provide a link with administrator educators. The more counselor educators are aware of the realities and goals of school guidance programs and those of guidance program staff leaders, the better they can represent those interests to their colleagues.

Making presentations and teaching courses at local counselor training institutions is one set of ways to be visible. Another vehicle is for guidance program staff leaders and current school counselor staff members to be active in local, regional, state, and national counseling associations. Many counselor educators encourage their students to join these associations to learn more about the profession and to network with, first, other students and then practitioners. Demonstrating the professional commitment of association affiliation, presenting programs, fulfilling leadership roles, and being accessible to new and experienced counselors in transition help make potential employers attractive to potential employees. These contacts also begin the building of future relationships and provide comfort zones for getting to know others on a more informal, yet professional basis.

Employer Attractiveness

When guidance program staff leaders and members are making presentations and otherwise being visible, it is essential that they present the building and school district as an appealing place to work. The school needs to be represented in a positive and professional light. To be appealing, the reputation of the program and the school should seem like a place where school counselors can do the job they are trained or in training to do, are respected as professionals, and enjoy what they do. If a person is considering being a newcomer to the staff, they would like to be received into a welcoming and open atmosphere. Thus, it is helpful if the staff members and leader are open and welcoming people.

Many states require teaching experience as a prerequisite to school counseling certification. Many more school administrators prefer to hire school counselors with teaching experience than those without. Thus, many new counselors come from the teaching ranks of a school or district. The opportunity with these potential applicants is that they can know the program and the staff members more directly and fully than can the person who is acquainted through association involvement. The same rules-of-thumb apply. If, in the day-to-day conduct of their jobs, the current staff members appear to enjoy what they do, are respected throughout the school for their contributions, and are open and welcoming people, colleagues will be eager to join the staff.

Not all counselors who are new to a building are "rookies." Depending on the mobility of the school community, "new" counselors may be highly experienced counselors from some other building or district. They will not know as much about the new building and staff, but they will have more insight into the quality of the guidance program compared with a brand new counselor. With more professional maturity, they are more clear about their needs and expectations for the job and the program. They want more information from the guidance program leader than the rookie applicant. When selected, they require much different leadership than the neophyte.

Minority Recruitment

If minority recruitment is a priority, targeting counselor education programs that historically train minority professionals is effective. Being clear and open about the desire to hire minority counselors to better serve minority students and parents has also been an effective strategy. Many minority professionals acknowledge the value of having common cultural characteristics with clients in building rapport. Enlisting the help of current staff members from diverse cultures in the recruitment effort is effective. If there are social or professional networks in the community, current staff members can work within these networks to identify interested candidates. They communicate that the school or school district is an appealing place to work for minorities as well as nonminorities. New counselors from diverse cultures value having experienced counselors from their cultures as professional role models and mentors (Brinson & Kottler, 1993).

Selecting Staff Members

The hiring process begins with an announcement of a job or group of jobs being posted. There are several federal laws that affect the hiring process. Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Americans With Disabilities Act, and the Equal Pay Act are administered by the Equal Employment Opportunities Commission. The hiring and selection process must meet these standards.

The job announcement also begins the process of defining the job of the applicant selected to join the staff. In many school districts, job announcements are developed and disseminated by the personnel/human resources departments. Building and district guidance program staff leaders collaborate in their development. While being concise (usually one page), the job announcement reflects the actual job available as accurately as possible. It is rooted in the guide for the position category and includes some of the specific details of the anticipated job description. An example is provided in Appendix E.

Criteria

As mentioned at the beginning of this section, the goal in selecting a new staff member is to make the right match between the job and the new staff member. Three basic categories of criteria were described: (a) competence to carry out the responsibilities assigned to the person in that position within the guidance program; (b) personality and interpersonal skills to enhance the team; and (c) demographics needed to have the staff better reflect the student population and parent community. Before individual candidates are involved, building guidance program staff leaders have considered the variables that they are looking for. They are clear in their own minds about what competencies are essential for this specific job. They consider what learning, behavioral, and other style preferences will blend well with the existing staff, not only of the school counselors already on the team but also with the faculty and administration. They consider how they will determine the various candidates' levels of professional commitment.

The shortage of counselor applicants in some states and school districts has forced building guidance program staff leaders to establish priorities, based on what candidates must have and what they would like them to have. Some of the variables desired are easier to develop than others. For example, it is easier to provide training for someone to help them learn to do brief family interventions than it is to teach them all of what is needed to know to be competent in family consultation. It is easier to focus an individual who is highly committed to the profession than it is to rekindle the professionalism spark in someone who is burned out on their current job.

Another recurrent and uncomfortable problem are the current district employees who, because they have completed their graduate study and are now certified, believe they deserve the next school counselor openings. They need to be reminded that certification of preparation to fill a category of positions does not entitle an educator to such a position. It certifies that the individual has met the state's minimum training and experience requirements for entry-level position holders. Despite the overall shortage of counselors, there are often more applicants with proper certification than there are available positions. Thus, the counselor selection process is not one of deselection, but rather is a process designed to identify the person most likely to be most effective in a specific assignment. Data are gathered to discern the demonstrated strengths and weaknesses of each applicant as teachers or in other previous positions and to project their potential strengths and weaknesses as counselors in a building's guidance program. The individuals judged to be the best applicants for the specific positions are the ones who are chosen.

On the other hand, there are applicants who demonstrate the potential for being effective counselors but for whom there are no suitable job openings at a current time. Helping them to not become discouraged about achieving their career goals or pursuing it in the building or district becomes the challenge. Being sure they know they are good applicants and how they can reapply in the ensuing year(s) helps in these situations.

Information Sources

The entire staff selection process is akin to working to solve a jigsaw puzzle. As many pieces of data about an individual are gathered, they are aligned to see if their shapes and colors fit the pattern created by the specific position available. Information is available from a variety of sources, but the work of this process is fitting the pieces together.

For applicants from within and outside a building or district, initial data come from the school counselor job application. Without being too lengthy to complete or study, this application is focused on acquiring information about the applicants' counseling and teaching background, training and experience, theoretical bases, and job conceptualization. Some districts use a standard application form that provides the format for this information. Others seek resumes and letters of interest, asking candidates to express their rationale for wanting and conceptualization of the job.

Also available for both categories of applicants are statements of recommendation. Whether in the form of letters or completed checklists, recommending individuals report their perceptions of the quality and productivity of an applicant's current work and make projections as to how well they envision the candidate will fulfill a school counseling job. These are essential but incomplete pieces of information. These statements should come from previous administrators; counselor supervisors, where applicable; other counselors who have worked with the applicant (such as practicum or internship supervisors); and staff colleagues. Within the district, counselors from the buildings where the applicant is currently teaching or completing a school counseling practicum provide many insights.

Today, many applicants are providing portfolios that demonstrate their experiences and skills. These are very enlightening! Interviewers and potential employers learn much from students' letters of recommendation expressing their views of the current teacher-counselor applicant. A challenge to potential employers is to get recommendations that help them be aware of applicants' weaknesses as well as their strengths. In making projections about how well a person will fit in with their teams and in their buildings, building guidance program staff leaders need as much information as can be obtained about their limitations and areas that need some improvement. We advise talking with previous employers and asking them pertinent questions directly. People are often more candid in conversation than in writing. When writing letters, they say what they want to say or think the applicant wants said rather than respond to what you need/want to know.

For applicants from within or outside the school district, the interview provides building guidance program staff leaders with the opportunity to gather much information. For interviews to not be too lengthy, they are targeted at gathering information that cannot be learned from the paperwork that is available. They are also targeted at learning about the applicants relative to the highest priority for the available job. If a priority for the job is to counsel small groups effectively, questions are asked that elicit the amount of the candidates' experiences and degrees of success with small groups. If the current staff is predominantly female and a priority is to hire a male counselor to better balance the staff, questions that elicit their competence in working with female colleagues are needed.

Beale's (1995) study revealed that interview questions "fall into three broad groupings: personal, professional, and situational" (p. 213). Personal topics discussed include personal strengths that contribute to success, weaknesses and how to strengthen them, ranking oneself against qualities perceived as needed by a successful counselor, the number of tasks that can be performed by the applicant at one time, being a team player, and preferences for types of students worked with. Professional topics identified are counseling philosophy, counseling priorities, role that the guidance program plays in the overall school program, membership in professional organizations, last journal article read, experiences working with teachers and parents, and beliefs about confidentiality limits. Critical situation topics that are often projected for discussion include legal and ethical issues, at-risk and other special needs students' issues, parent–teacher conflicts, crisis intervention, career counseling, drug abuse, abuse and neglect, staff relations issues, and strategies for earning the acceptance and support of faculty, parents, and students.

For applicants from within the building or district, more information is available on paper than that for those coming from another district as there is access to the employees' personnel files. These files contain "hard data" such as applicants' previous performance evaluations, transcripts and grades, and attendance records. Sometimes there is evidence of unusual circumstances in the employee's past. In lieu of this for applicants from outside the district, the basic district application may provide information beyond the counselor application. Entire work histories and basic beliefs regarding education are often recorded that provide additional insights.

There are some differences of opinion about which pieces of information are the most important in helping make an educated guess about which applicant is best for the job. Beale (1995) found that "the personal interview, character references, former employer's recommendation, and internship supervisor's grade were the four [sources] considered by principals as most critical" (p. 212). The interview is certainly the primary direct source of information about an individual, and in that time together a lot is learned, particularly if the priority criteria for the job and the future job holder are predetermined. However, the correlation between interview behaviors and on-the-job behaviors is negligible; success in previous assignments is highly correlated with success in the next assignment, providing the "Peter principle" is not at work. Although this information is only available from secondary sources, trying to discern the applicants' demonstrated levels of professionalism and teamwork is important as well.

After the data have been gathered, a difficult kind of thinking has to be applied to what is known about the applicant: identifying what is *not* known, who did *not* respond with information, what was *not* heard. Identifying missing data is valuable in trying to project what will not be right with an applicant. For example, receiving letters of professional recommendation from peers or friends and not one from an applicant's previous administrator or supervisor causes a question as to why that individual was not asked to write a letter or chose not to. If in conversation a reference source describes an individual's intellectualism at great lengths and skirts around questions about their teamwork skills, their interpersonal skills may need further examination.

Procedures

Gathering information about the applicants is pursued in a systematic way. To be fair to all applicants and to learn what is needed about the candidates, hiring procedures are the same for all openings among the same positions. How and when intradepartment requests for transfer fit into the process is also an established part of the system.

Involving other people in data gathering and decision making is also helpful. Our experiences have reinforced our belief that the staff leader who is directly responsible for the staff member's performance has the largest input in the selection of the staff members. In our model, these are building guidance program staff leaders. Others who have some responsibility for the staff member have modified input in the selection process, such as building principals and district guidance program staff leaders. In addition to the accountability issue, individuals accept more responsibility for the individuals they help select. In the rest of the facets of the performance improvement system, teamwork between the various staff leaders is beneficial to helping all staff members achieve their potential, and it is essential for working with a problematic staff member. Feeling some ownership in the problem and loyalty to the selectee are important ingredients in involvement in difficult issues. Finally, the professional expertise of staff members in personnel/human resource development work is usually valuable.

The steps in the counselor staff member hiring process usually occur in the following sequence:

1. The job announcement is posted.
2. The applications are filed.
3. Relevant documentation is reviewed.
4. Interviews are held.
5. References are checked.
6. Selection is made.
7. Candidates are notified.
8. Contracts and other documentation that confirm the hiring are completed.

To ensure consistency of the process, both building and district guidance program staff leaders must write down the specific procedures used and include as much detail as is needed to be clear to not only those who help carry out the process but also those who question the process (e.g., curious graduate students, disappointed applicants, the Equal Employment Opportunity Commission). The full write-up of the procedures used in Northside Independent School District is provided in Appendix F as an example.

Intraguidance Department Transfers

Current members of school counseling staffs, from within the building or from other buildings in a district, are sometimes interested in transferring or making a lateral move to new opportunities that become available. Common reasons for this are discussed later on in the "Retention" section of this chapter. Relevant here is the process that transfer requesters follow and how they fit into the hiring process.

The process for requesting and successfully effecting a transfer usually includes steps similar to the new-applicant process. The staff member who wants to transfer follows the building's/district's transfer application process. Usually this occurs in writing to the office that coordinates transfer requests. Counselors wanting to transfer assignments within their current buildings make their requests to building guidance program staff leaders. For counselors wanting to transfer assignments from one building in the district to another, the requests are made to the district guidance program staff leader. Sometimes interviews are required by program leaders to ascertain staff members' goals in seeking change and to renew their data supporting suitability for other assignments. If needed by the staff leader, filed documentation of evaluations and other information is reviewed, other current administrators are consulted for recommendations about the staff members' suitability for the newly requested assignment, and so on.

Within the procedure for filling guidance department openings, the entry point for transfer requesters should be stated, as should the district's position about preferential treatment for currently assigned and successful school counselors. For example, are the transfer requesters required to provide a resume as new applicants are? Are they interviewed before new applicants or at the same time in the process?

Some transfer requests are made not only by counselors but also by their building guidance program staff leaders and/or principals. In some districts these situations are called *administrative transfers* and are handled by district guidance program staff leaders. As with any transfer situation, it is best if the move is for the benefit of the counselor as well as of the building receiving the transferred counselor. Ideally, the receiving staff leader has volunteered to receive the transferring counselor. In any case, the coordinator of the transfer should have candid discussions with each individual involved—the transferring counselor and the receiving building guidance program staff leader—regarding the reasons for the transfer. Facilitating the initial discussion between the two may also help the success of the move.

Defining Their Jobs

Once staff members are hired, the next step is to define clearly the jobs of each staff member. Staff members need to understand their own jobs, those of others, and the distinguishing features of each individual's job. As described earlier in this chapter, job definition is the first component of the performance improvement system. It includes clarification of the assignments of staff members and delineation of the organizational relationships among staff members, and it culminates in individual conferences between building guidance program staff leaders and each school counselor in which the expectations for job performance for the year are discussed and written down.

Assignments

An individual's job description is unique to that individual's responsibilities within the building's comprehensive guidance program. Differences among counselors' jobs are seen in their responsibilities to a specific caseload of students, in the application of the counselor competencies, and in their assigned tasks in activity implementation. Assignments need to be supported by a rationale appropriate to student and community needs and to building guidance program goals and objectives. They are appropriate to each counselor's program responsibilities and to each counselor's training, background, and areas of specialization. It is the responsibility of building guidance program staff leaders to ensure that assignments are equitably distributed across the staff, and, when viewed as a total group, the staff members' assignments ensure full delivery of the program and services to all students.

Caseloads

Counselors' caseloads consist primarily of the students assigned to them. In some buildings' or districts' program structures, caseloads of faculty are defined as well. Assigned caseloads reflect a counselor's "fair share" of the population to be served. This is best expressed in the design of the guidance program framework (Gysbers & Henderson, 1994) and is derived from staff allocations made by the district or building administration. The comprehensive school counselors in a building divide the student body in such a way that each full-time counselor is responsible for approximately the same number of students. Counselors who are half time in a building are responsible for half as many students as full-time counselors; for example, if one and a half counselors share an elementary building, the full-time counselor is responsible for two thirds of the students and the half-time counselor is responsible for one third (and not that the half-time counselor is assigned half the students).

In some cases, comprehensive school counselors who are assigned larger program responsibilities have smaller caseloads than those with smaller program responsibilities. For example, building guidance program staff leaders may have fewer students to compensate for the additional caseload of providing leadership to the guidance department staff. Indeed, with larger numbers of staff members, some building guidance program staff leaders have no student caseloads. Some large program activity responsibilities, such as being building guidance program staff leader or coordinating a student advisory program, require that counselors have reduced caseloads or that their students go underserved in relation to other counselors' students. It is fairly typical for specialist counselors to be assigned smaller numbers of students, so they can provide their specialized services in depth for students who need them or for those for whom special funding is targeted. Fuller use of their specialized competencies often requires a smaller assigned caseload than that of their comprehensively assigned colleagues.

Various models of caseload organization work. Some schools organize caseloads by dividing the students alphabetically, others by assigning counselors to students in specific grade levels. Others allow students to select their primary "care providers." Still others assign students to counselors according to teacher groupings (e.g., to match the interdisciplinary teams prevalent in restructured schools) or to coincide with school organizational patterns that are divided into "families" or "houses." Caseload organization decisions are supported by rationale that is accountable to the designed guidance program and to the overall program structure of the school.

Another variable often connected with caseload assignment and relevant to counselors' job descriptions is the facility arrangements of guidance program staff members. The location and size of their offices should be appropriate to their assignments and supported by program-relevant rationale. In addition to the debate about whether guidance centers should be located near the administrative offices, in the center of the building, or in a discrete location that guarantees privacy, discussions are often held about whether a counselor who serves a special group of students should be located near the teachers of those students or in the central guidance department center.

In reality, many facilities available to guidance program staff members are not ideal. As staffs expand, offices built initially are insufficient in numbers and often are too small for small groups or large consultations. Building guidance program staff leaders are challenged to overcome these physical barriers, using relevant logic for placing staff members and working diligently to include those who are decentralized in all of the events of the department.

Application of Competencies

We have already mentioned earlier that a team of school counselors may include both generalists and specialists. Comprehensive school counselors—the "generalists"—use all of their competencies with their assigned caseload. Specialist counselors may use all of their competencies with a specific caseload of students, or they may specialize in the use of only some of the competencies.

Even among a team of comprehensive school counselors, different counselors may be assigned responsibilities that call for them to use their basic school counselor competencies in differing degrees. Within a team of school counselors, it is best for students if individual counselors apply their best competencies most often with an optimum number of students and apply their weakest competencies least often with small numbers of students. For example, a team of counselors might include some counselors who are highly competent in conducting group counseling, some who are highly competent in organizing program activities, some who are highly competent in large-group guidance, and so on. The team organizes the program such that those skilled in group counseling provide more groups to more students than those who are not sufficiently skilled at groups. Those with organizational skills have a larger share of organizational responsibilities than those who are not so competent in this area. Those more competent in large-group guidance take leadership responsibilities in developing and implementing the large-group guidance activities, and so on.

On the other hand, we also believe that, to meet the needs of their assigned counselees, each comprehensive school counselor participates in all of the major program activities, thus ensuring equitable access and benefit of the services to all students and allowing each comprehensive counselor to develop all of their competencies. Indeed, the program activities are also organized so that the counselors whose group counseling, organizational, or large-group guidance skills are underdeveloped can learn from their more skilled colleagues by co-leading and benefiting from peer supervision. Although differentiation of assignments among team members has advantages, the goal is highest competence levels of all comprehensive counselors in all school counselor roles.

As indicated by their title, specialist counselors have and apply specialized competencies. These specialized competencies may include knowledge needed to best serve specially identified groups of students (e.g., special education, vocational education, bilingual, migrant, or substance abusing students). In these circumstances, the specialist counselor might provide the comprehensive role, using all competencies. Or, the specialized competencies may be those within a particular role that are highly developed through additional training (e.g., family consultation, crisis intervention, or psychological assessment). Indeed, some of these latter specialists may not be professional school counselors but rather professionals from related disciplines (e.g., social workers, psychologists).

In the comprehensive guidance program model (Gysbers & Henderson, 1994) as well as the model for continuous performance improvement of school counselors presented in this book, it is best when specialist counselors and related professionals work in coordination with the comprehensive counselor who has primary responsibility for the student. Students are best served when these specialists are also under the administration, supervision, management, and professional leadership of building guidance program staff leaders. Integration of services provided to students is essential for efficient resource use and effective service delivery. Duplications and gaps in services are avoided through appropriately structuring and organizing the delivery of services. Collaboration between individual professionals providing services is not only an ethical responsibility (American Counseling Association, 1995, Code of Ethics, A.4) for professional counselors but is also essential to effective treatment. Treatment plans for individual students and families are the result of consultation and agreement among the various professionals involved, including those who are community- versus school-based and working with a student.

The sharing of students by related professionals poses many challenges to building guidance program staff leaders. In a perfect world, there would be no differences of professional judgments in strategies for solving cases, no "turf" issues among professionals from related but different mental health fields, and no professional jealousies between individual professionals. In the real world, each of these arises. When they do, it is the responsibility of building guidance program staff leaders to intervene to ensure that students receive the best services available and to bring staff members into collaborative and consultative modes.

Assigned Tasks

Tasks assigned to individual counselors in activity implementation vary in the team approach to program delivery described in Chapter 3. Whereas all the school counselors are responsible for participating in most of the program activities, specific staff members are assigned different tasks for efficient development and implementation of various activities. For example, one counselor may have responsibility for designing all units or one unit of the guidance curriculum for one grade level and another counselor the responsibility for designing that for another grade level. In the individual planning system, one counselor may have the responsibility of organizing the career development activities for all grade levels, another the large-group educational planning conferences, and another the test results interpretation process. In responsive services, one counselor may offer small-group counseling on grief and loss and another on behavioral problem solving; one may design the parent education offerings and another the teacher training. Thus, even though they are on the same team and perhaps conducting the same activities, different counselors may have different levels of responsibility for the effectiveness of some components of the program.

In fact, with differences in caseloads, competency application, and task assignments, each counselor has a job that is distinct from that of every other counselor even in one school. Although each counselor's job is within the parameters established by the position guide as professionally appropriate, differences in the guidance program from building to building further distinguish one counselor's job from that of another. At one school a small-group counseling session series may be 6 sessions long, 8 at another, and 10 at another, each consuming a different percentage of the counselor's time. These quantitative differences also result in different counselors having different emphases within their job descriptions. The procedures for specifying annually each individual's job description are described in a subsequent section of this chapter.

Organizational Relationships

The specific jobs for each member of a staff team are clearly defined not only for each individual but also for the whole team. Within the professional school counseling staff, organizational relationships are clearly spelled out. The special responsibilities of each counselor are clearly identified. School counselors, other guidance program staff members (e.g., teachers when fulfilling guidance program roles), related professionals (e.g., social workers), paraprofessionals (e.g., career center technicians, parent liaisons, registrars), and volunteers need to know how they relate within the whole organization. Building guidance program staff leaders thus clarify the staffing structure for total program implementation for all involved.

In addition to understanding each other's specific job assignments, staff members need to be clear about the hierarchy of relationships among staff members. Hierarchy relates to both authority and responsibility. Authority is expressed in the hiring, evaluating, and firing of individuals for whom leaders have responsibility. As defined in this model, building guidance program staff leaders are the administrators responsible for the total guidance program of the building. They are primarily accountable for its effectiveness and efficiency. Therefore, they have direct authority over the school counselors, the guidance department paraprofessionals, and other staff members and individuals when they are working in the guidance program. Depending on the staff organization, building guidance program staff leaders may delegate authority over paraprofessionals or others working in the department or program to specific individuals for clearly logical and program-related reasons. As much as possible, informal or unspoken authority of one or more members of the department other than the designated leader should be avoided. Such a structure is confusing at best and, at worst, unjust.

If the department is small (e.g., one staff leader, one or two counselors, and one secretary), it is advisable for building guidance program staff leaders to maintain the responsibility for the paraprofessional; however, if there is more than one secretary assigned to the department and each secretary does the clerical work for one or two of the counselors, those counselors may be delegated some authority over their secretary. If a counselor is the staff member leader of the career development portion of the guidance program, that counselor may be delegated the authority over the career center technician. The staff leader is the primary voice for assigning work as well as the evaluator of the individual.

When counselors are delegated leadership of a set of activities or a portion of the program, they are delegated the authority they need to carry out their responsibilities. If one of several counselors has the responsibility to develop and organize the guidance curriculum for the sixth grade, that counselor should be able to assign tasks and activities to the other counselors that they, in turn, carry out. If that counselor's assignment entails managing teaching staff members (e.g., the sixth-grade teachers), the building guidance program staff leader—and perhaps the principal—should make it clear to the nonguidance department staff that the individual assigning them tasks has been delegated the authority to do so.

Personnel with or without school counselor certification who are actively working in the comprehensive guidance program are supervised by the school counselors, regardless of their degree of related training or hierarchical position in the school structure. For example, teachers teaching guidance curriculum respond to the supervisory input of the counselors; administrators fulfilling roles in the advisory program respond to guidelines established by the counselors; school district-based or community-based psychologists who provide in-depth counseling services to individual students respond to the administrative regulations of the school and guidance program and consult in a supervisory context with school counselors.

It is an axiom that no matter how widespread the sharing of guidance responsibilities reaches, individuals only carry out roles for which they are appropriately trained and have demonstrated competence. For example, teachers can be trained to be student advisors, but that advisement role should not slip into a counseling role. Professional counselors supervise them in the advisement role. In providing individualized assistance to campus-based students, psychologists (school- or community-based) are supervised by the primary counselor. Volunteers who contribute expertise as, for example, speakers in career development activities, respond to the authority of building guidance program staff leaders. The hierarchy of these relationships needs to be established at the outset of the program and well communicated to all involved.

Job Description Development

All of the activities that lead to specifying each individual counselor's job description for the ensuing year culminate in formal *conferences* between building guidance program staff leaders and each of the school counselors. The results of these conferences are akin to contracts between each counselor and the staff leader regarding the expectations of each and are summarized in writing and filed in the individual counselor's personnel files. These conferences also begin implementation of the performance improvement system for the school year. The written summary is a useful reference throughout the rest of the process: supervision, performance evaluation, and professionalism enhancement.

These conferences are collaborative, wherein both building guidance program staff leaders and counselors are free to express their goals and intentions for the year and are both operating with the same ultimate goal in mind: efficient program delivery for providing effective help for students. As much as possible the decisions reached in the conference are mutual decisions. At a minimum, the decisions are mutually understood. Because these conferences begin the year of working together, building guidance program staff leaders use them to set the interprofessional tone that is wanted for the year. Because most relationships between building staff leaders and school counselors are long term, only with new counselors are these conferences the first of a series. It is our recommendation that, in conducting these conferences, building guidance program staff leaders adapt their styles to the levels of professionalism of each of the counselors. This concept is explained in more detail in Chapter 6.

Job description conferences are the mechanism available for building guidance program staff leaders to assure that school counselors are cognizant of the competencies they need and the commitment required to fulfill their assigned responsibilities within the department and in implementation of the comprehensive guidance program in the buildings. They are the mechanism for counselors to clarify what they see as constraints impeding their optimum performance and to clarify their professional development goals for the year. They are also the mechanism for arriving at mutual agreement regarding, or at least understanding of, the bases on which performance evaluation judgments will be made. Thus, job description conferences have five agenda items. The first is clarification of job assignments and expectations for competence. Second is defining the emphasis placed on each of the counselor roles for the assignment and, relatedly, the weight that each role will be accorded in the summative performance evaluation. Third, the constraints or external variables perceived by the school counselor, the staff leader, or both might need to be considered in interpreting the quality and productivity of the counselor's performance. Fourth is identifying the databases that will be used to facilitate supervision and support evaluation. Finally, school counselor's professionalism enhancement goals are clarified.

Job Assignment and Expectations

As detailed above, the job description is unique to each individual, reflecting their job assignment within the program. The specifics for each school counselor include the actual number constituting their ratio and the description of their caseload, for example, students whose last names begin with Aa to Ch. Depending on whether the job fulfilled is that of a generalist or a specialist, how each of the basic professional school counselor roles will be fulfilled is summarized. The major program responsibilities the counselor will assume are listed.

An example of the results of a counselor and a building staff leader specifying for a role how the related competencies are expected to be applied by the counselor might help illustrate the meat of this discussion. Northside Independent School District uses the seven school counselor roles and 16 related competencies described in the *Texas Evaluation Model for Professional School Counselors* (Texas Counseling Association, 1991). Using the format displayed in Figure 5-7, the counselor and the building guidance program staff leader walk through each role, specifying the competencies. The guidance role for a comprehensive school counselor might read that "The counselor will provide guidance lessons weekly for sixth-grade students on topics agreed to by the counselor and the sixth-grade teachers; conduct small-group guidance sessions with each student regarding their adjustment issues to middle school." The counseling role might include that "The counselor will conduct four 9-week group counseling series on managing peer pressure for sixth-grade students indicating difficulty in this area; provide individual counseling with self-referring students within 24 hours of their self-referral." Through this process, which is not exhaustive in length when done after the program for the year has been planned and assignments made, it is easy to see that the job performance expectations for the year can be made very clear. It also is a means to show that the counselor's job is established and that there is not "empty space available" for piling on additional tasks. A completed example is provided in Appendix C.

Weighting of Roles

Many professional school counselors, maybe most, fulfill comprehensive roles in the school guidance program and, thus, balance their activity across all relevant roles. Some specialist school counselors, on the other hand, spend more time fulfilling a few roles and less or virtually no time in others. Depending on how the staff is organized for program delivery, some comprehensive school counselors may emphasize some roles more than others. During a year, indivi-

FIGURE 5-7
Northside Independent School District Guidance Department
Job Description Specification School Year 19__-19__

Counselor
Name: ______________________________ Date: ______________
Caseload: ____________________________ Ratio: ______________

The Counselor will:

Guidance

Counseling

Consultation

Coordination

Assessment

Program Management

Professionalism

Major Responsibilities for Program Activities:

Guidance Curriculum

Individual Planning System

Responsive Services

System Support

duals' job assignments might rely more heavily on differing portions of these competencies than on some of the others. We believe that all professional school counselors are grounded in a basic set of competencies. We believe that the written annual job description, subsequent supervision, and performance evaluation reflect the actual emphasis of the job. This is accomplished by weighting the roles or competencies to reflect the relative proportion of time spent by a counselor in each (Texas Counseling Association, 1991).

In the application of this concept used in Northside Independent School District (1997), weights are assigned to each of the seven roles fulfilled by counselors. The majority of the elementary, middle, and high school counselors balance their time relatively evenly across the roles. Thus, the standard weighting for each of the roles is 1, totaling 7 in all. Because all staff members have an equal amount of time to spend on the job during the school year, the total time available for all staff members is represented by 7. Said another way, the total weight available for each counselor, including counselors with differentiated role weights, is 7.

An example of how this concept is applied involves the school counselors who are building guidance program staff leaders. Their specialty is reflected in spending more time than comprehensive school counselors in program management and professionalism. They are responsible for managing the staff as they organize, implement, and evaluate the program. They provide supervision and evaluate the professionalism of the staff members. To have time to fulfill these leadership roles, they have reduced student caseloads. With either no or a significantly reduced student caseload, they spend less time in guiding, counseling, or assessing students and in consulting with teachers or parents than do counselors with 350 or 400 students. Thus, the weighting of their roles might be as follows:

Program Management	2.0
Guidance	0.5
Counseling	0.5
Consultation	0.5
Coordination	1.0
Assessment	0.5
Professionalism	2.0
Total	7.0

This describes mathematically that they spend twice as much time in managing the program and assisting the professional development of staff members as do the general counselors and half as much time in the direct student service roles. A counselor whose specialty is small-group counseling might spend more time in this role and thus have a total job in which the counseling role is more heavily weighted than, for example, coordination. A counselor whose specialty is career development may spend more time in coordinating resources for expanding students' career horizons than in counseling. A program that holds developmental guidance as its top priority may call for the counselor to spend significantly more time in classroom guidance than in assessment. The possible variations are many.

Weighting contributes focus not only to meaningful supervision but also to fairness of performance evaluations. As described more in Chapters 6 and 7, clinical and developmental supervision efforts can be better tailored to meet individual counselors' needs if they are targeted at the requirements of their job assignments. As described more fully in Chapter 8, with weighting, performance evaluation can reflect not only the rating of the quality of counselors' competence but also weight those ratings according to the quantity of their use in job responsibilities.

The weights for each of the roles are established at the time of defining and describing an individual's job for the ensuing school year. Preferably, they are mutually agreed to by the school counselor and the building guidance program staff leader; at a minimum, they are mutually understood. Mutuality implies parallel expectations for the individual's conduct of the job. If an individual's job assignment shifts during the course of the year, the weights are reestablished in a timely manner.

Constraints

Although it is difficult to anticipate every eventuality, it is appropriate during the job description conference to discuss constraints that might limit school counselors' performance of their jobs as defined. Constraints are imposed by situational variables or variables external to the guidance program or department and are beyond the control of the counselor or the staff leader. Examples are such things as illness or need for extended absence from work, temporarily inadequate facilities, or the imposition of nonguidance assignments. If the program has been carefully planned and organized by the staff team, and if the assignments within the program are based on legitimate expectations for school counselors' performance, lack of competence is not a constraint. Constraints are often more readily identified by counselors than by staff leaders, but—as with the other conference agenda items—they are mutually understood if not agreed on.

Databases

As mentioned above, these conferences initiate implementation of the performance improvement system. Discussion occurs in them about the sources of information that will be used as the basis for other system activities. In anticipation of the provision of support for continuous professional development, building staff leaders and counselors identify how each will know when professionalism enhancement goals or objectives have been pursued or met. Building guidance program staff leaders and school counselors identify the activities that provide the best opportunities for meaningful clinical supervision. They identify ways that the accomplishments of program responsibilities are to be documented. They discuss if and how the data gathered in supervision relate to formative and summative evaluation. In fact, as much as possible, they clarify the sets of information that will be used to support the evaluative judgments made regarding the quality of the counselor's performance. The more open these discussions, the fairer summative judgments are.

All the sources of information and all the processes used to gather the information are professionally appropriate. When properly conducted, examples of sources of information that support performance improvement system activities include live or recorded observations of demonstrations of competence used in program activities, self-reports, accomplishment of goals and plans, input from other people, and documentation used in program planning, implementation, and evaluation. Appropriate procedures for use of each of these information sources are discussed in more detail in subsequent chapters.

Professionalism Enhancement Goals

The process for assisting school counselors to establish professionalism enhancement goals and the roles fulfilled by school counselors and building guidance program staff leaders in that process are further described in Chapter 6. Building guidance program staff leaders help with that clarification as well as provide some of the support needed by school counselors for goal accomplishment. The goals and their accomplishment or lack thereof are connected to the summative evaluation. In the beginning-of-the-year conferences, counselors reaffirm or reclarify their goals and plans for the year. The goals are recorded on the form that supports the job description conference. An example of a Job Definition Conference Worksheet is provided in Figure 5-8.

Initiating and Keeping the Right People on the Staff

Having selected someone whom the building staff leader hopes is exactly right for the job available, and having carefully defined the expectations for doing the job, a third step is to help staff members fit successfully into their new job. Effecting the proper fit is enhanced by orienting new staff members and guiding them through the transition process. After the initial training and transitioning is accomplished, building guidance program staff leaders strive to meet the needs of their new staff members so they stay in the jobs for which they have been selected.

Orientation

Orientation of new staff members entails providing them with the information they need to adapt to their new work situation. Whether they are new to the building, the school district, or the guidance profession, they need information regarding the guidance and the overall educational program, the building and school district, and the performance improvement system. Counselors new to the field need information regarding the profession. This represents a lot of information!

FIGURE 5-8

Northside Independent School District Guidance Department
Job Definition/Pre-Evaluation Conference Worksheet

Counselor Name: ____________________
Counselor Evaluator: ____________________
Date: __________

SPECIFIC JOB DESCRIPTION
(Attach copy of "Job Description Specification")

Established Role Weights

Guidance	______
Counseling	______
Consultation	______
Coordination	______
Assessment	______
Program Management	______
Professionalism	______
Total	7.0

Professional Development Goal(s)

Constraints Identified

Database to be Used

Ideally, the responsibility for providing orientation is shared between building and district guidance program staff leaders, each providing information from their own perspectives. In any case, a variety of strategies are used and time allowed for acquisition of all this information. A sampling of some of the specific information needs of new counselors is offered here, but each new individual and each new group need to have mechanisms for asking the questions they have. An example training outline, the "New Counselor Orientation" provided in Northside Independent School District, is in Appendix G.

Whether entering school counseling jobs from teaching, from graduate school, or from counseling in some other setting, new school counselors need to know about the guidance program as it is implemented in the building and across the school district. They need to be introduced to the elements and the priorities of the program they will be working in: the competencies students develop; the program assumptions, rationale, and definition; the priority activities of each delivery system component; and the human, financial, and political resources that support the program and those that are lacking. They need to know the suggested or prescribed design of the program and that for their roles and time use (Gysbers & Henderson, 1994).

Furthermore, they need to know relevant board policies, operational policies, regulations, and laws. These topics range from expectations for daily work hours to who manages campuswide crises and the counselors' roles in that process. Board policies include the program definition and purpose, fundamental beliefs, how the guidance program fits into the overall school district program, and how school counselors are valued—for their services and monetarily. Insights into district and local community politics also help new counselors learn about the context. Operational policies include such things as whether and how permission for counseling is obtained; parents' roles in the guidance program and in the building; how information is shared with parents, administrators, and teachers; how students are staffed and referred to other specialists; and the counselors' roles and responsibilities to other programs and with other staff members.

Regulations include specific procedures that have been written at the building or district level that spell out "how we do things around here." Examples are rules for schedule changes, registering new students, reporting absences, requesting travel support, ordering materials, and planning the program. In addition, they need to learn the rules or laws about school-related matters, such as graduation requirements, child abuse reporting, students' rights or lack thereof, and parents' rights in relationship to school. If processes are not spelled out, how the building staff typically responds to these rules and regulations is idiosyncratic (at best!).

Most of this basic information is written down and can (and should) be handed to staff newcomers. It is also useful to their learning to anticipate when topics come up and to highlight the essentials. Whereas building guidance program staff leaders have the responsibility of informing newcomers, a designated "buddy" system provides newcomers with on-call resource people. These experienced school counselors can then answer questions, suggest ways to accomplish things that have worked in the setting, provide models, and so on, without the new person feeling like they are "bothering the boss" with trivial items. It is best for "buddies" to be designated. It allows building guidance program staff leaders to provide the best models for newcomers and legitimatizes the roles of advice seeker and advice giver.

Because guidance programs and school counselors are integral parts of the school, new staff members need information about the overall educational program and how it is operationalized in the building. They need to know such things as how grade levels are structured and staffed (e.g., how interdisciplinary teaming works, the role of grade-level team leaders or department chairs); what the behavior management system is; and the educational priorities that the administration wants everyone to address (e.g., test score improvement, misbehavior, positive self-esteem, the building program improvement goals).

Even when new counselors have already been members of the building staff, they need big chunks of information. Different from most other groupings, the perspective of the counseling office is schoolwide (i.e., all grade levels, all subjects, all personnel) and is thus a very different frame of reference from that of one classroom. A lot of this is known through oral history. Building guidance program staff leaders need to ensure that someone is reporting that history to the newcomers.

As can be seen, even if a person is an experienced counselor but new in the setting, there is a lot to learn. Depending on where their newness begins, counselors new to the guidance department, the building, the school district, and/or the state also need information and competency development regarding the community served by the building and the district. The economic levels represented, the ethnic groups, and the politics of the community are all relevant to successful fulfillment of school counselors' roles. They need to know the organizational structure of the school district, including where the guidance department is placed in the structure and who the central office administrators are who influence their work. They need education regarding the balance of power between building and district administrations.

Finally, as employees, new staff members are entitled to the information they need about how success in their new job is defined and what rules apply to them as employees (e.g., absence reporting, acquiring substitutes). They need to know the details of the performance improvement system, including how and when they will be evaluated. They need to be trained in how to make optimum use of the system activities, such as how to fulfill their roles in the job-defining process and in supervision.

Although some portion of this may take place outside of the school setting, through the professional associations or graduate school alumni associations, building guidance program staff leaders and experienced school counselor colleagues are the primary resource for inducting new counselors into the profession. Quite a lot has been written about the difficulties of novice counselors (Matthes, 1992; Peace, 1995; VanZandt & Perry, 1992). They want and are expected to assume the same responsibilities as their more experienced colleagues. Their skills are raw and only minimally tested in the protected environments of practica and internships. Their roles are new and significantly different from teachers' roles, from which many are coming in to school counseling.

Matthes (1992) suggested that the elements of an effective induction process include having clearly stated, well-articulated, and generally understood expectations and norms and providing intensive clinical supervision, demonstration, coaching, and constant corrective feedback by real practitioners in real situations. VanZandt and Perry (1992) and Peace (1995) described successful mentoring programs for meeting the initial professional development needs of "rookie" counselors. They also detailed the needs and relevant content of mentor training programs, suggesting that being a mentor requires some special competencies in addition to experiential learnings. Formally established and implemented mentoring programs are best done as geographically close to the rookie as is feasible, that is, best if done in the same building but still effective across the vast spaces of rural America (VanZandt & Perry, 1992). As with the "buddy system" mentioned previously, designating mentors helps overcome the dilemma whereby

> Many new counselors feel guilty about imposing on other school counselors, or fear that they may be judged incompetent. Experienced school counselors, for fear of intruding, often refrain from offering advise or support unless they are specifically requested to do so. (VanZandt & Perry, 1992, p. 159)

Transition

Transition to the new job occurs during the entire first year on the job, and perhaps beyond. Although individuals manage their own professional transitions, the more building guidance program staff leaders support newcomers in their new jobs and their new profession, the stronger they will be in their work. Peace (1995) found that "negative consequences from minimal support could magnify counselor stress, contribute to attrition rates, and erode skill development acquired during counselor preparation" (p. 178).

Although different in some ways than with rookie counselors, transition is also difficult for experienced counselors who are new to the building or the district. It may be harder for them to blend into a new program and a new set of staff dynamics than it is for someone who has not yet crystallized their concept of an effective guidance program or established a role in a team of counselors and teachers. They feel insecure in the multitude of newness, but they also know that their experiences count. They need to have their experience recognized and appreciated as they are quite vulnerable to feeling demeaned when it is not. Particularly challenging to building guidance program staff leaders is the highly professional counselor who was well regarded in a previous setting and who has to re-earn credibility in the new setting.

Another challenge to building guidance program staff leaders is to strive for successful integration of new counselors into existing counselor teams. Helping newcomers find valued positions on a team is critical to the continued smooth functioning and productivity of the team as well as to the happiness of the individuals involved. The job-defining process helps in the integration of the new counselor's job with other jobs, but the personality issues that support group member roles are considered as well.

During the transition year, the issues faced vary with each individual newcomer and within each setting. There are, however, some recurrent issues that building guidance program staff leaders are wise to anticipate. Whether experienced school counselor or rookie, the quantity of newness is awesome. In addition to the program, the system, the community, and the bosses being new, the students, the role, the staff, and the topics presented are new.

With regards to their students, new counselors worry about their well-being while they learn what they need to know to help them. They face a larger number and variety of students than they knew in their classrooms. Although some of the topics they present for discussion are anticipated, the unexpected becomes the norm. Only experienced counselors are fully aware of the wide and sometimes horrifying variety of situations that students live in. Professionally developing counselors need to clarify continuously their theoretical orientation in order to have the repertoire of responses they need to comfortably meet their full range of students.

New counselors worry about getting acquainted with all of their new clients. The challenge ranges from learning the names of the students, teachers, parents, and administrators to getting along with them all. Building credibility with all of the players is even harder. Depending on their own experiences with counselors, many new counselors need to learn that just because they are assigned the label of school counselor, they are not automatically respected as experts. It takes time and attention to develop needed rapport with other staff members. Building guidance program staff leaders can help educate others about new staff members' backgrounds, but most of this comes from expertise displayed by the newcomers. Building guidance program staff leaders can only support the newcomers in these efforts.

That newcomers fulfill the right roles is of concern not only to staff leaders but also to new staff members. Many new school counselors shift from teaching roles to counseling roles. Differences noticed in the activity of these roles is that in counseling, it may take days, months, even years to see a project—such as a student resolving a problem—to completion; days end without all the tasks they started being completed. New school counselors quickly learn that they do not have complete control over their professional domain. Unexpected people appear in their offices. Planned priorities are disrupted by new exigencies. Counselors spend a lot of time working on several things at once.

By and large new counselors were highly successful teachers or in their previous careers. Thus, many of them have to jump from being franchise players to rookies. Their self-confidence is often seriously eroded, and it is up to building guidance program staff leaders to strive to have this erosion be temporary. The new counselors quickly begin to learn how much they do not know. They often talk about the dramatic shift from being the referrer to the referral source to being the last resort in the school for students with problems. The ethical dilemmas that were posed theoretically in training become daily occurrences. At the times when the newness is most overwhelming, new counselors learn how much of their work relies on their own professional judgment. Many situations that arise fit incompletely with learned new rules or fit no rules at all.

As with being new in the classroom, new school counselors are tested by others who would check out their expertise or attempt to delegate inappropriate tasks to them. In the midst of trying to develop rapport and credibility with others, they have to learn and devise strategies for saying no. They have to learn to collaborate while maintaining the integrity of the program and their new positions. All of this while the notion of what the program and the position are may still be vague to them. As VanZandt and Perry (1992) stated, they "are thrust into situations in which they must professionally assert their independence and maturity, yet privately admit their insecurities and their needs for a support network" (p. 158).

The perspective of the counseling office is different from that of the individual classroom or from that perceived by non-school-based people. School counselors and the guidance program are central in the operation of the school. On the one hand, this means having a lot of information about what is going on in the building. On the other hand, it means being in the middle of a lot of situations: between teachers and students, teachers and parents, students and parents.

Given the quantity of information, one of the keys to successful transition into school counseling is for new counselors to develop effective organization systems. Managing their time is critical to the program, but finding the style of calendaring that works is highly individual. Many new school counselors begin by overstructuring their planned time, leaving no room for the unexpecteds. Other new counselors, even with their jobs defined quite concretely, need to learn to be self-starters. Unlike teaching or other jobs, they need to initiate the activities that are within their responsibilities and not wait until someone hands them the curriculum, the text books, and the bell schedule, rings the bell, and sends in the students.

There are a variety of strategies for helping smooth the transition of newcomers. We described earlier the kinds of information that needs to be disseminated and that can be provided in a variety of ways, both in print and in person. Beyond the acquisition of information, the complexity of the issues faced by school counselors new to buildings are best helped by people-to-people strategies. The recommendations to new counselors as they face these issues are primarily that they listen to and consult with others. In addition to consultants, they also need support systems. We have already suggested the value of a buddy system for helping new staff members learn the massive amounts of new information, and of a mentoring program for helping them enhance their professionalism. We have also seen the value of a support system consisting of other new counselors and nearly new counselors with a knowledgeable leader to facilitate their transition process. Remembering that they are not alone, although they often feel somewhat isolated; commiserating with others in similar predicaments; and maximizing all of what a support group provides are of benefit to individuals in new careers too. Successful support groups for new counselors have been conducted in school districts by district leaders, and through regional and state counseling associations or education departments. Some geographically isolated counselors have successfully formed their own networking group. Indeed, the International Counseling Network on the Internet fulfills this function for an increasing number of new and experienced counselors.

Many new school counselors or counselors who are new to an area need information about the opportunities available for continuing their growth in the profession. The more building guidance program staff leaders help them learn about the professional development opportunities—in-service training, continuing education, and professional involvement—the more new counselors are able to self-actualize in the profession. These resources are discussed more fully in Chapter 6, but they need to be remembered here as tools for nurturing the initial development of new school counseling professionals.

Retention

Having carefully selected new staff members, defined their jobs, oriented them, and helped them successfully transition into the program, building guidance program staff leaders want to keep them on board as long as they are productive and positive contributors to the students through the designed program. Individuals who request to change their current job assignments fit primarily into two categories: those who are uncomfortable in their present assignments and those desiring other career growth experiences. Some individuals need to transfer from their current positions because the program they work in or the positions they hold are being cut back or phased out.

There are many reasons why individuals feel uncomfortable in their jobs. In many states, school counselor certification is valid for working with all levels of students. By and large educators feel an attraction to one age grouping of students: children, preadolescents, or adolescents. If they were successful teachers or as other workers with children or youths, they often prefer serving those ages of young people as school counselors. If they are in assignments that are geographically far away from their homes or working within a school calendar that is different from that of their families, they may choose to transfer to a building that better fits their lifestyles. Unfortunately some school counselor assignments still consist of serving more than one school. Counselors in these assignments usually seek positions that place them full time in one school. Others see opportunities to return to schools with which they are already familiar, from previous placements, such as teachers or counselors, or to schools with administrators or colleagues with whom they are familiar.

Some school counselors find that they do not fit as well with some counseling teams or faculty teams as is desirable. Some feel isolated in their positions or are otherwise overwhelmed by their assignments. Some counselors who are assigned to student populations that have special needs find it draining to meet those special needs consistently and seek placements or replacements with general education students. Some are placed in school programs in which they are asked to do tasks that they do not see as professionally fitting. Some are in buildings where they are not in agreement with the overriding philosophy of the building administration or where their work styles are not compatible with those of the leadership. In some cases—often some of the extremes of those just mentioned—counselors are in the early stages of burnout and are seeking changes for renewal purposes. Still others are seeking new professional challenges for reasons such as learning new strategies, acquiring new specialties, or expanding their responsibilities.

Stability of staff members is desired by most building guidance program staff leaders. It allows for continuous program improvement without having to step back or out for a while to train new people. Thus, it behooves them to keep staff members content and growing in their jobs. Some of the identified problems are resolvable in current work situations, others are not. Buildings cannot be moved; school calendars cannot usually be altered for one staff member. Although they typically can be improved, basic interpersonal relationship conflicts or imperfections may not be changeable. New directions within some assignments are sometimes possible. Building guidance program staff leaders work, within reasonable bounds, to solve the discomforts and to meet the professionalism enhancement needs of their staff members. A model that helps building guidance program staff leaders identify staff members needs and collaborate with them as they work to better meet their needs is discussed in much detail in Chapter 6.

If the Building Guidance Program Staff Leader Is Not a Professional School Counselor

Many of the tasks of building guidance program staff leaders that have been discussed in Chapter 5 primarily require good administrative skills. As we begin discussion of the system used in buildings and school districts to enhance the professionalism of school counselors, however, the need for the professional generalist administrator to acquire some guidance and counseling expertise increases. We have already identified two basic methods for "acquiring" this expertise. Some tasks require participating in guidance-related training that is not necessarily exhaustive but that is focused on applying administrative skills to implementation of the guidance program. Other tasks, especially those of the performance improvement system, require guidance and counseling competence, and the generalist administrator is advised to "subcontract" for this expertise with available guidance professionals.

Management of the Counselor Performance Improvement System

The first topic of the chapter, management of the counselor performance improvement system, requires management and administrative skills similar to those used in such systems for teachers, administrators, and other professional educators. To ensure that the system is implemented and implemented effectively, the administrator needs training in the purposes of the counselor-focused system, what that system is, and the appropriate procedures for making it work.

Establishing Professional Climate

To establish a climate of high expectations and standards for the guidance program and staff, the second chapter topic, the administrator, again, needs to do what is effective with other staff specialists as well. Having an open, trusting, and professionally respectful climate benefits every department. Modeling high professional standards and high levels of professional *commitment* as an administrator carries over to the guidance department, as it does to other departments. Establishing relevant standards for *professional competence*, however, requires guidance expertise. Defining competencies, indicators, and descriptors of competence must be done by guidance professionals. Holding professionals accountable to high performance standards can be expressed by generalist administrators, but the standards themselves need to be defined by the guidance profession. Statements of standards have been written by the school counseling profession at the national level and at many state levels. They have been written by guidance departments in state education agencies and by state counseling associations. In larger districts with district guidance program staff leaders, the expertise is housed there.

Getting the Right People on Staff

Getting the right people on staff is an administrative expertise. As with other departments, "the selection of counselors determines in large measure the quality of their counseling programs" (Beale, 1995, p. 211). The third major topic of this chapter has been the recruiting, selecting, and hiring of guidance program staff members. Using effective applicant recruiting procedures, such as collaborating with counselor educators, being visible as an employer, and presenting the building as an appealing place to work do not require in-depth knowledge of guidance program operations. In fact, because counselor educators are primary resources for "subcontracting," that particular strategy has multiple benefits.

General administrative skills have historically been applied in counselor selection. Advice to principals who do this has included knowing general categories of competence to look for, including quality of training, professional organization membership, and participation; querying applicants about their knowledge of current educational issues; and assessing their professional appearance, role perception, experiences, apparent ability to relate, and knowledge of ethics and the law (Wilson, 1995). However, for assessing applicants' levels of professional school counseling competence, we recommend that professional generalist administrators involve professional school counselors. Resource people available include school counselors already on staff in the building or in the district, district guidance program staff leaders, or counselor educators and consultants.

Defining Jobs

As we move to the fourth topic of the chapter, defining the jobs of specific staff members, a combination of application of administrative skills, specialized training in guidance program implementation, and subcontracting guidance expertise is called for. Distinguishing one counseling position from another requires clear understanding of the program and the jobs accomplished by other staff members. Position guides that encompass specific jobs should be developed by professional guidance administrators, such as district guidance program staff leaders. Building-based administrators should have participated in training regarding the basic position guides in order to have a baseline concept of what is required. Furthermore, generalist administrators are better able to lead guidance program staff members if they are trained in what specific school counselor competencies provide for students through program implementation.

To use the model described in this chapter for annually describing the expectations of each school counselor, noncounselor administrators are advised to "subcontract" with professional school counselors. The individual conferences clarifying caseload responsibilities, job assignments, and such specifics entail guidance expertise. District guidance program staff leaders or collaborating counselor educators or consultants, who must in turn be trained in the design for the building guidance program, can fill this need. If such talent is not available, generalist administrators are advised to clarify the job description task for the professional school counselors and seek their recommendations; that is, subcontracting the task through delegation.

In small school districts or in districts with small schools, situations arise in which counselors serve more than one school. In small districts it is not unusual for one counselor to serve the elementary, middle/junior high, and high school students. The job contracting and evaluation of this person may be done at the district level. The district guidance program staff leader should then clarify the total job assignment of the counselor, balancing the demands from the three (or more!) buildings according to the priorities established in staffing the one position.

Orientation and Retention

Finally, the chapter included discussion regarding initiating, transitioning, and retaining hired school counselors. General orientation, transition, and retention issues are manageable by generalist administrators. However, specific guidance profession induction and program functioning are best handled by subcontracting with school counseling professionals. Subcontracting for school counselor initiation and induction can be handled by referring new staff members to appropriate and accessible resources, such as local counselor associations and local, county, or state education agencies' guidance department staff members or networks. Subcontracting for striving to retain hired staff members requires bringing in available professional school counselor expertise.

Concluding Thoughts and a Look Ahead

In this chapter, we introduced a model system for helping school counselors continuously improve their performance. The system includes four components: defining the jobs of individual school counselors, providing supervision for them, evaluating their performance, and nurturing their professionalism. In addition, the strategies used by building guidance program staff leaders to define the jobs of staff members have been detailed. Chapter 6 describes an approach for assisting individual staff members enhance their professionalism. Chapter 7 describes strategies for providing professionally appropriate supervision. Chapter 8 details strategies for performance evaluation.

Part III

BUILDING-LEVEL GUIDANCE PROGRAM STAFF LEADERSHIP: ENHANCING THE PROFESSIONALISM OF SCHOOL COUNSELORS

Chapter 6

Promoting the Competence and Commitment of School Counselors

Competencies:
Is committed to professional development
Motivates others to achieve
Assesses professionals' needs
Maintains professional detachment
Negotiates
Adapts style and skills to those of others
Maintains a caring atmosphere

IN CHAPTER 5 WE DISCUSSED the components of a system for enhancing school counselors' performance, in which building guidance program staff leaders describe the job responsibilities of school counselors, target their needs for professionalism enhancements, provide them appropriate professional supervision, and evaluate their professional performance. For the good of the students served and the program delivered, the ultimate goal of a performance improvement system is for school counselors to pursue continuous improvement based on the desire to perform at optimum levels of competence with maximum commitment to their programs and profession. As school counselors pursue enhanced professionalism, guidance program staff leaders provide assistance within the system.

Chapter 6 describes in more detail the activities and procedures used by building guidance program staff leaders targeting the professionalism enhancement needs of school counselors. A method is presented for determining school counselors' levels of competence and commitment and for intervening appropriately to increase their professionalism levels. A method for helping school counselors clarify their professionalism enhancement needs, for motivating them to grow in the identified areas, and for targeting their efforts to meet those needs is described.

The concept and methodology presented are based on the work of others, specifically the developmental supervision model espoused within educational supervision literature and the clinical and administrative models espoused within counseling supervision literature. In synthesizing these into a model for work with school counselors, we begin by defining key words. *Professionalism* is used to include both school counseling competence and professional commitment. *Supervision* is defined more narrowly than most definitions found in the literature. It is defined as one of four components of the performance improvement system, the other three being defining job responsibilities, evaluating performance, and setting and attaining goals for professionalism enhancement. Supervision—as described in Chapter 7 of this book—is the label for specific sets of activities used to enhance school counselors' clinical skills (clinical supervision), developmental maturity levels (developmental supervision), and acceptance of administrative priorities, policies, regulations, and requirements (administrative supervision).

On the other hand, some authors have used the term *supervision* with broader definitions, incorporating more of the staff leadership functions into this one word. For us, the label *guidance program staff leader* includes the fulfillment of four roles, one of which is supervision; the other three—as previously defined—are management, administration, and professional leadership. In citing others' work and where the broader definition is intended, we insert *guidance program staff leader* in place of *supervisor* and *staff leadership* in place of *supervision*.

What Is "Optimal Professionalism"?

"Ideal professionals" are fully competent and have complete knowledge and skills to help each student, parent, teacher, and colleague as needed or desired. They are wise and reflective, are autonomous and independent, and exercise perfect judgment in making professional decisions. They have authority in their jobs and exercise it judiciously.

Ideal professionals are fully committed to their jobs and to the school counseling profession. Using a basic concept of Glickman, they are each committed to "a cause beyond oneself" (Glickman, Gordon, & Ross-Gordon, 1995, p. 47). Betterment—of skills, of conditions, of practices, and of the system—is sought for students, for the school, and for the profession. According to Feit and Lloyd (1990), a professional counselor is one who is ethical and has a strong professional identity.

Who Has Responsibility for an Individual's Professionalism?

Developing one's professionalism is primarily an individual's responsibility. In preparing for employment in their chosen profession, individuals acquire prerequisite education, training, and experience. They earn the necessary certification(s). In seeking employment in specific career positions, they demonstrate their current and anticipated skills and commitment levels. When they leave one job, they take those ingredients with them to their next job. Professional competence and commitment are considered "personal property." Thus, maintaining them at a satisfactory level and, preferably, enhancing them in the quest for professionalism are an individual's responsibility.

On the other hand, as administrators of the guidance program and staff, both building and district guidance program staff leaders are charged with the responsibility of ensuring that students and other clients (e.g., teachers and parents) benefit from competent performance by staff members. They are responsible for conducting activities within the performance improvement system to do this. These activities provide opportunities to help school counselors (and other staff members for that matter) pursue continuous performance improvement, whatever the individual's level of professionalism. Thus, their responsibility is "to foster [professional] growth toward higher levels of development, expertise, and commitment" (Glickman et al., 1995, p. 198).

Factors of Professionalism

As mentioned earlier, professionalism is defined as having two primary factors: competence and commitment. Many writers have defined these two variables. In this section we highlight several of these definitions to further describe our meaning of these two concepts.

Competence

The competence dimension of professionalism refers to the knowledge base and performance level that individuals bring to their work. Loganbill, Hardy, and Delworth (1982) identified competence as one of the issues raised in staff leadership and defined it as referring "to the counselor's ability to translate his [or her] other intellectual knowledge into effective actions which will promote growth in the client" (p. 20). It includes the degrees to which individuals seek excellence in performance.

Glickman et al. (1995) described cognitive competence as developmental, from concrete through formal and postformal operations (p. 59). Etringer, Hillerbrand, and Claiborn (1995) explained that cognitive competencies provide one differentiation between experts and novices:

> Experts and novices, regardless of discipline, differ in their encoding of information, the organization of information in memory, and the use of this information in reasoning or problem solving. Experts store knowledge in abstract, problem-relevant categories that are connected by underlying conceptual principles relevant to problem solution. . . . In contrast, novices organize knowledge into categories based on superficial, irrelevant cues that may not be pertinent to generating a problem solution. (p. 5)

Learning strengths and basic intelligence of school counselors cause differences in levels of competence. Bloom's (1956) taxonomy of the levels of thinking skills in the cognitive domain provides useful descriptors: (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation. Glickman et al. (1995) described a continuum of conceptual development observed in teachers from concrete through highly abstract conceptualizations. School counselors at lower levels of conceptual development rely on declarative knowledge, that is, knowledge that "is factual and stored in the form of propositions" (Etringer et al., 1995, p. 8). At higher levels, they apply procedural knowledge, knowledge that "is functionally organized into 'If [condition exists], then . . . [action phase]' statements" (Etringer et al., 1995, p. 8). Patterns are recognized, and, at the higher levels of development, quick recognition occurs of "the critical features of a problem and, activating a future-oriented goal, [school counselors] analyze and synthesize problem features or information to reach the goal" (Etringer et al., 1995, p. 11).

For Loganbill et al. (1982), the issue of the development of a theoretical identity is pivotal in the maturation of a counselor. They stated, "A well-integrated theoretical identity is necessary for the [counselor] in order to be a fully-functioning professional" (p. 22). Counseling and psychology provide a multitude of theories and ideas from which to draw a basis for counseling practice. "The mature counselor must somehow, from the myriad of theories, develop a synthesized theoretical identity which will serve him or her practically with a counseling caseload" (Loganbill et al., 1982, p. 22). Adoption of a counseling theory is necessary to such an identity as well as to guide application of counseling skills.

The knowledge base that Overholser and Fine (1990) identified as basic to the counseling profession is that related to basic processes, assessment and diagnosis, counseling-appropriate techniques, ethics, relevant specialty areas, and the limits of one's expertise and those of the clinical techniques. In applying this professional knowledge, they described a continuum of competence. At the highly competent end, professionals apply the knowledge base and effectively use "clinical skills, technical skills, problem solving and clinical judgment, and [other] personal attributes. . . . Incompetence occurs when professionals continue to provide services that they are not fully capable of performing" (Overholser & Fine, 1990, p. 462).

The application of skills and the development of expertise are hallmarks of levels of competence. The highest levels describing professional competence are established as the standards on which professional performance is evaluated. Knowing these standards begins with knowing what the standards are for professional school counseling. Although the school counseling profession has been a long time in coming to agreement on such standards, some uniformity of thinking has developed and competencies have been identified for school counselor training, for state certification, and for appropriate evaluation of job performance (Gysbers & Henderson, 1994; Henderson, 1992c, 1994c). School counselors' efforts to meet the standards of excellent performance contribute to their level of professionalism. Highly professional school counselors perceive benefit in having their competence evaluated so that further growth and development may occur.

Two more of the issues identified by Loganbill et al. (1982), which are within our definition of competence, are those of emotional awareness and autonomy. According to Loganbill et al., competence as a counselor includes the "ability to be aware of and effectively use his or her own feelings within the therapeutic" relationship (p. 21). This dimension of the competence continuum ranges from lack of awareness or denial of feelings toward the client or themselves through awareness of feelings in the context of counseling to "acceptance and mature control of the emotion" (p. 21). The issue of autonomy relates to the development of counselors' "true sense of [their] own choices and decisions" (Loganbill et al., 1982, p. 21) in a counseling situation. The continuum progresses from being overly dependent or independent to knowing when to make decisions and judgments independently and when to depend on the staff leader for consultation and guidance.

Commitment

Whereas competence encompasses Bloom's (1956) cognitive domain and is described in the standards held as the basis for evaluation, commitment encompasses the dimensions of the affective domain (Krathwohl, Bloom, & Masia, 1964). On the affective continuum, the highest level is the incorporation of separate beliefs into a set of values that are the basis for an individual's actions and work. Commitment refers to the value system that professionals apply in their work and includes individuals' interests, attitudes, and feelings (Krathwohl et al., 1964).

Glickman et al. (1995) explained that individuals' levels of moral and ego development are germane to their levels of professional development. Highly professional educators operate in the postconventional level of moral development and in the autonomous level of ego development. They also described higher level professionals as those who work toward "goal[s] that transcend their own self-interests" (Glickman et al., 1995, p. 33), working for "a cause beyond oneself." According to their schema, high-level professionals are more concerned for the students, the school, and their profession than they are about their own self-adequacy or the tasks they perform in working.

Within the staff leadership issues identified by Loganbill et al. (1982), five of the eight fit in the commitment domain of the model being described in this book: theoretical identity, respect for individual differences, purpose and direction, personal motivation, and professional ethics. Professional identity includes not only an individual's professional theoretical identity but also the counselor's belief system. Respect for individual differences includes viewing clients as individual people and appreciating the differences in their backgrounds, values, and physical appearance. Issues of purpose and direction incorporate a counselor's ability to show empathy and caring, feel unconditional positive regard for the client as a person, and also sort out the possible change needs of the client. Issues of personal motivation include six factors: intimacy, power, finances, personal growth, intellectual development, and altruism. Acting on the belief system espoused in the ethical standards of the profession in everyday functioning undergirds the dimension of commitment.

Henderson (1992a) identified some of the values basic to the counseling profession: respect, empathy, authenticity, and altruism. Respect has two dimensions: that of others and of self. Being respectful of others means not only believing in the worth and dignity of someone else but also believing that individuals are able rather than unable, capable rather than incapable, and friendly rather than unfriendly; that they want to do what is right rather than what is wrong; and that they do not need to be told what to do, but rather they may need help in finding out for themselves. Professional school counselors do not tell people what to do; they help them find out for themselves.

Self-respect means holding the same values for one's self. It means believing that one is able, capable, friend-worthy, and ethical. People who respect themselves are willing to grow and learn, are optimistic about the future, and approach problems with confidence. Professional school counselors act on the basis of strong self-concepts and a deep sense of their own integrity.

Empathy may not describe a value but is rather an ability; it is our belief that in order to be empathic, one must value others enough to care about and be concerned for them, to be able to see the world and approach problems from their points of view. Professionally committed school counselors are people-focused, not things-, regulation-, order-, or procedure-focused.

Authenticity is well documented as essential to effective helping. Being genuine, self-disclosing, and honest personally and professionally, and using methods and techniques that fit one's own style, are trademarks of professional school counselors.

Altruism, as opposed to self-centeredness, is also basic to one's level of professionalism. Professional school counselors are more likely to be concerned with broad goals than with smaller purposes, more willing to accept both personal and professional responsibilities than unwilling, and more concerned with setting people free than controlling them. It is school counselors' levels of altruism that dictate their courage to be advocates and to act on their value system.

Advocacy labels a composite of behavioral competencies, which are used by professional school counselors when they are acting on behalf of their clients or their profession. Advocacy activities for school counselors include such examples as testifying in custody or abuse cases. The role demands that school counselors present information objectively and at the same time share insights based on the knowledge and values of the profession. Some advocacy activities are directed at the school system. School counselors consult with teachers, administrators, and parents for implementing proactive approaches to helping children and youths. School counselors actively promote enhanced school-based mental health services by ensuring the appropriate use of their own professional talents and seeking counselor–student ratios that allow for accessible services. Truly committed professionals advocate for the advancement of the counseling profession as a whole not only in their own buildings but also locally and at state and national levels.

As used in this model, professionalism includes these two major dimensions: competence and commitment (Henderson, 1992b). Knowing some of the ingredients of each of these dimensions clarifies the distinctions between the two. As Pajak (1989) eloquently described it,

> an agreed upon body of knowledge and skills along with a set of shared values and attitudes are the hallmarks of a profession, and distinguish a professional from a nonprofessional. Exceptional practice, however, also requires reflection on the part of the professional to make sense of the uncertainty, instability, and uniqueness of practical problems that are faced each day. . . . The responsibility for infusing artistry and improvisation to arrive at virtuosity . . . resides with the individual practitioner. (p. 149)

It is the blending of these two dimensions that determines a school counselor's level of professionalism.

Professionalism Levels Defined

However authors characterize the factors of professionalism, most recognize that individuals vary in their functioning within each factor and that the overall functioning level of a professional is the result of the combination of the functional levels of the factors. In his earlier work, Glickman (1981) suggested that a teacher's level of professional maturity is a factor of that individual's level of ability to reason abstractly (using a continuum from concrete through abstract) and level of motivation (using a continuum from egocentric through altruistic). Glickman et al. (1995) added continua descriptive of moral and ego development. Loganbill et al. (1982) described three stages of counselor development: stagnation, confusion, and integration. Stoltenberg (1981) identified a continuum from dependency to autonomy, with the lower stages of dependency having a heavier focus on basic skills and processes and the higher stages of autonomy focusing not only on competence but also on ethical standards and personal and professional values. Borders and Leddick (1987) summarized much of counselor development literature in terms of counselors' relationships with their supervisors:

> In early stages supervisees are dependent and imitative, use categorical thinking, and lack awareness of their motivations and skills. As they begin to define themselves as counselors, they experience both internal conflict, feeling confusion, assurance, and doubt, and external conflict in their efforts to be more independent of the supervisor. Then, as they improve their skills and gain experience and confidence, they become more flexible, tolerant, and insightful, and move to a more peer-like collegial relationship with the supervisor. (p. 17)

Although we do not think that levels of professionalism are necessarily a function of experience in the profession, the continua of categorical to flexible thinking, from lack of awareness to insight, and from dependence on to collegiality with the supervisor, are useful.

In counselor supervision literature, studies have often based "their definitions of expertise on the experience level of the counselors. Although there may be a great deal of shared variance between experience and expertise, these two factors cannot be presumed to be identical" (Etringer et al., 1995, p. 7). Any reasonable-sized group of counselors will include new, well-trained counselors who are highly committed to the profession and more technically competent than some of the more experienced counselors in the group and vice versa.

In the model presented in this book, school counselors' overall levels of professionalism are determined not by their tenure of service but by how closely their professional behavior approximates the highest level of competence (along a continuum of knowledge and skill development) and the highest level of commitment (along a continuum leading to defining and acting on a value system). This concept is portrayed graphically in Figure 6-1.

The continua of competence and commitment, when placed on intersecting axes, define four quadrants. Quadrant I represents an area described by low levels of competence and low levels of commitment. Quadrant II is described by high levels of competence and low levels of commitment. Quadrant III is described by low levels of competence and high levels of commitment. Quadrant IV includes the area described by high levels of competence and high levels of commitment.

Assessing Professionalism Levels

Although one's professionalism is highly personal—a personal "property," the individual's responsibility, and a matter of personal initiative,—building and district guidance program staff leaders can promote advancing professionalism of individual school counselors through effective

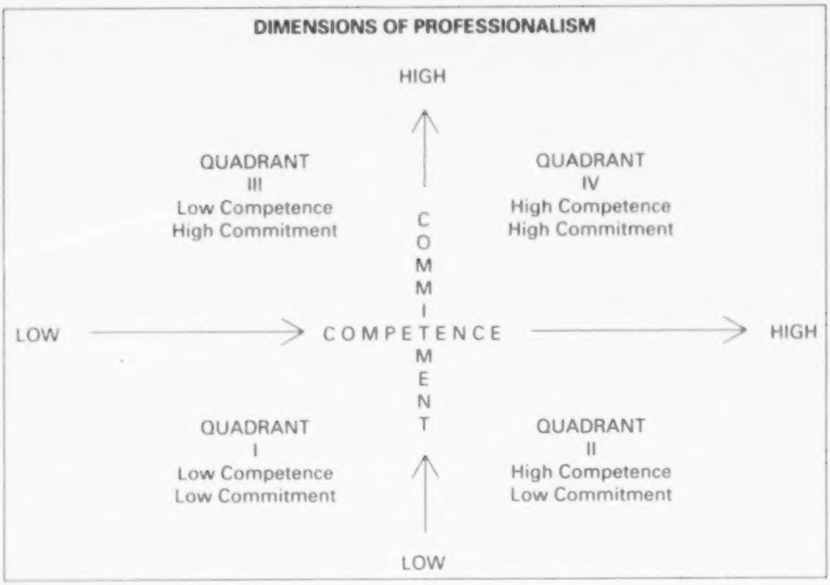

DIMENSIONS OF PROFESSIONALISM
HIGH
QUADRANT III
Low Competence
High Commitment
QUADRANT IV
High Competence
High Commitment
COMMITMENT
LOW
COMPETENCE
HIGH
QUADRANT I
Low Competence
Low Commitment
QUADRANT II
High Competence
Low Commitment
LOW

FIGURE 6-1

fulfillment of their roles. Thus, determining an individual's level of professionalism helps both an individual school counselor and a building guidance program staff leader consider what areas of growth and development may be targeted in order to improve continuously the individual's level of performance.

This assessment is the first step in a three-step process for providing individualized assistance to professionals. Glickman et al. (1995) described this process as having three phases. Their model is written for teachers but applies to school counselors as well.

> In Phase 1, the supervisor diagnoses the teacher's developmental levels, expertise, and educational situation, and selects the interpersonal approach that creates the best initial supervisory match. In Phase 2, the supervisor uses the selected interpersonal approach to assist the teacher in instructional problem solving. In Phase 3 . . . , the supervisor changes his or her interpersonal behavior in the direction of less supervisory control and more teacher control. Such a change in supervisory approach occurs only after the teacher has shown readiness to assume more decision-making responsibility. (p. 133)

In Phase 1, building guidance program staff leaders find it useful to categorize the school counselor members of their staff according to their levels of competence and commitment. Staff leaders are then better able to analyze their needs and to make conscious decisions to select interventions that are most likely to facilitate their continuing development.

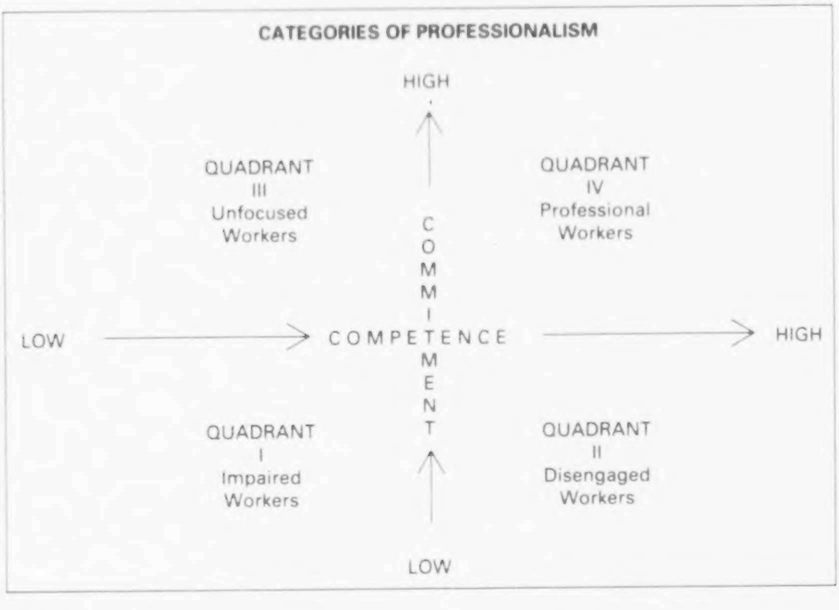
Professionalism Level: Competence + Commitment

Loganbill et al. (1982) found that categories offer "a common ground of terms and labels which . . . enrich the language and basic communications by which professionals interact with one another" (p. 15). Using the bipolar depiction of the continuum of low-to-high levels of competence intersecting with the continuum of low-to-high levels of commitment suggests labels that summarize the characteristics of four groupings of professionals.

Glickman (1981) first offered some descriptive labels for professionals that fit in each quadrant. Adapting those for our purposes, school counselors who are both highly competent and highly committed (Quadrant IV) earn the label of Professional Workers. Those who are highly committed but low in competence (Quadrant III) are labeled Unfocused Workers. Those low in commitment yet high in competence (Quadrant II) are labeled by Glickman as "analytical observers" (p. 48). We use the label Disengaged Workers. Those low in both commitment and competence (Quadrant I) Glickman labeled "dropouts" (p. 47). We use the label Impaired Workers. Characteristics of these categories are described more fully later in this chapter. Figure 6-2 displays the labels in relationship to the two axes.

As always, caution must be taken in the application of labels. There are differences between generalizations that help focus thinking and stereotypes that inappropriately classify people. Indeed, levels of competence and commitment are identifiable only by using sufficiently clear and accurate descriptions of *standards* of behaviors that reflect certain levels of competence and commitment, and with sufficient *supporting data* regarding the specific behaviors of the staff members at certain points in time. The definitions of competence and commitment suggested earlier in this chapter provide only a backdrop for the details of such standards. Specifics are detailed in many other professional resources, but it is incumbent on building guidance program staff leaders and school counselors to clearly define what is meant for them in the specific applications of these dimensions of professionalism.

As with other assessments of type, what staff leaders look for are patterns of behaviors that indicate levels of competence and commitment. Patterns are made up of recurrences of the identified behaviors. Generalizations about patterns are carefully drawn. Primary sources of information regarding individuals' behavioral patterns include "observations and discussions between"



CATEGORIES OF PROFESSIONALISM

HIGH
QUADRANT III Unfocused Workers
QUADRANT IV Professional Workers
COMMITMENT
LOW
COMPETENCE
HIGH
QUADRANT I Impaired Workers
QUADRANT II Disengaged Workers
LOW

FIGURE 6-2

(Glickman et al., 1995, p. 134) building guidance program staff leaders and school counselors. "In practice, a supervisor goes through quite an interactive process of assessment and intervention" (Loganbill et al., 1982, p. 15). It is through the gathering and analysis of specific data indicative of school counselors' cognitive, conceptual, affective, moral, ego, and commitment behaviors that staff leaders are able to help individuals draw conclusions regarding their competence and commitment levels. The data relied on are also current information, not an accumulation of "ancient history." The intent is to nurture and celebrate individuals' growth over time. Individuals do not sit statically at points on either continuum. It is hoped that they continuously advance up both. Without continuous efforts, however, it is likely that they slip down each. As a starting point, below we offer some behaviors that appear to us as recurrent indicators of competence and commitment.

Indicators of Competence and Commitment

Competence

Some behaviors indicative of counselors' competence levels include awareness of current issues; willingness to have their effectiveness evaluated; reading of professional literature; attendance at professional workshops and conferences; ability to learn and implement new or refined techniques, skills, or strategies; processing counseling interactions with building guidance program staff leaders or colleague counselors in meaningful ways; collaborating with colleagues on projects; accepting changes in the work environment; reflecting on ideas, practices, and situations; recognizing their own limitations in discerning students' counseling issues or diagnosing their problems; and further delineating their counseling specialties or articulating their ideas and successful practices through writing articles or providing training to others.

Commitment

Some behaviors indicative of school counselors' commitment levels include their level of involvement in professional associations; helping others to be aware of or understand what counseling is and when and how it works; identifying and processing ethical dilemmas of their own or those of colleagues; adding nuances to their personal counseling theories; working the extra hours or days needed beyond the regular work day(s) to fulfill specific responsibilities; advocating for students with teachers, parents, or other family members, with bureaucracies, and/or in court; demonstrating personal and professional self-respect; accepting clients whose cultures or value systems are different from their own; responding genuinely in counseling and other interpersonal interactions; believing that students will make needed changes; and advocating for solutions to issues faced by groups of clients or counseling colleagues.

Not only do building guidance program staff leaders analyze data for patterns, but they also consider the balance of the behaviors demonstrated. Excessive pursuit of a few activities may not contribute much to one's development; for example, a counselor may be oversearching for professional rationale or be burned out with their clients. In some cases, doing something once may be insufficient to produce growth; on the other hand, doing something once with quality might be all that is needed. The data have to be analyzed in the context of the individual and the results that are sought and those achieved.

Professionalism Categories Described

Professional Workers

Demonstrating high levels of competence and high levels of commitment, Professional Workers function primarily in Loganbill et al.'s (1982) *integration* stage (p. 19). They continuously focus on improvement of their competence by acquiring new cognitive understandings and skills. They are flexible in their approaches to clients and their problems and are confident and secure in their professional identity. They are reflective, rational, and able to integrate their emotions. They are able to look ahead and are realistic about themselves and their strengths and limits.

In a series of studies, Wiggins and Weslander (1986) found that effective secondary school counselors have personality characteristics or types congruent with the school (social) work environment, adhere to a counseling theory in their work, spend the majority of their time in counseling, and have high self-esteem. They are rated highly by their supervisors, are happy with their jobs, and have high levels of tolerance for ambiguity. As implied previously, there are an infinite number of "gray areas" in school counselors' work world; few situations indicate black-and-white solutions. The more highly developed professional school counselor helps students or other clients move forward despite unknown or changing variables in their situations.

School counselors with the highest levels of professionalism synthesize theoretical knowledge and experience, have a wide repertoire of strategies to implement their expertise in their specialty areas, are knowledgeable about their clients' developmental stages, and are able to make correct diagnoses of their problems and to define and implement appropriate intervention strategies. They welcome evaluation and feedback, continuously seeking direction as to ways to improve their craft. They advocate for their clients, can articulate and strive to meet the ethical standards of the counseling profession, are active professional association members, and work within their sphere of influence to improve the profession through such activities as improving pre- and in-service training opportunities and public recognition of the profession as well as demonstrating the effectiveness of what school counselors do.

Unfocused Workers

Demonstrating low levels of competence and high levels of commitment, Unfocused Workers function in Loganbill et al.'s (1982) *confusion* stage (p. 18). They are unstable and disorganized, fluctuating erratically between their thoughts and emotions, which can be pretty raw at times. They are often confused, in conflict, and ambivalent. They are desperately seeking balance but seem often to be moving about randomly. They vacillate between feelings of failure and incompetence and feelings of expertise and ability.

The high commitment levels of unfocused counselors means they are often willing to advocate for their clients, care about mental health issues, are members of various counseling associations, and feel counselors need better public recognition. However, their apparent effectiveness with their clients is unspecified. Perhaps they want to serve every client who comes their way and are, thus, not honing their expertise. Perhaps they change their basic counseling modalities with every new workshop; worse yet, perhaps they do not seek continuous professional development.

Many new counselors fit this category as they strive to gain professional maturity. In their competence levels, "novices have difficulty processing divergent information in ill-structured problems, whereas experts have developed ways to structure the confusing, ill-defined problem" (Etringer et al., 1995, p. 12) and to identify darker and lighter shades of gray.

Disengaged Workers

Demonstrating high levels of competence but low levels of professional commitment, Disengaged Workers may be most frustrating to building guidance program staff leaders. Many counselors fall at the high end of the quadrant, with high competence and moderate commitment. They are school counselors with skills and knowledge who are often effective with their students, but they are not committed to working to solve the problems of the profession as a whole or even to working on behalf of their clients. They may even be reluctant participants in the building program improvement efforts. They may do the minimum that is required but seldom go "above and beyond." They may even work very hard to avoid extra work. The danger with Disengaged Workers is that, if they do not pursue enhanced professionalism, these school counselors are at high risk of stagnation, resulting in loss of maintaining current competence.

Impaired Workers

Demonstrating low levels of both competence and commitment, Impaired Workers function in Loganbill et al.'s *stagnation* stage (p. 17). They are professionally stuck and may regress. They have blind spots as to their own limitations and tend to operate with a false sense of security and of their own stability. They are vulnerable to categorical thinking and rigid thought patterns, and they lack insight. They demonstrate a lack of interest or intensity in counseling, often mechanically going through the motions. They are not creative in identifying solutions to problems. They may have low personal and professional self-concepts. Wiggins and Weslander (1986) found

> definite differences between groups of counselors rated as effective or ineffective. Ineffective counselors are rated low by the supervisor, are dissatisfied with their jobs, have low self esteem, have a low level of tolerance for ambiguity, and are not correlated significantly with the Holland environmental code for counselors. (p. 34)

That is, with the application of John Holland's (1985) theory of career selection and satisfaction, ineffective school counselors' work personality types are not congruent with the school conseling work environment.

Impaired counselors abandon their commitment and let their competence wane for a variety of reasons. Thus, this category includes individuals in several categories: those who are stressed out, burned out, or on the way out of the school counseling profession. It includes those who are emotionally or professionally impaired.

Counseling is a stressful profession, and "counselors may be particularly prone to stress due to unrealistic expectations about 'helping people', and the need to feel competent in a field where outcomes are uncertain, limited by numerous factors, and variables across clients" (Falvey, 1987, p. 35). Sowa, May, and Niles (1994) identified three dimensions of occupational stress: work roles (i.e., arising from the work environment), occupationally induced strain (i.e., attitudes toward work, problems with work quality and productivity, and psychological or physical distress), and lack of coping resources to counter the previous two. They also found that the accumulation of occupational stress leads to burnout.

"The burnout phenomenon has been identified as involving physical, cognitive, emotional, personal, and behavioral symptoms" (Davis, Savicki, Cooley, & Firth, 1989, p. 234). Those who are burned out are those who have become cynical about the capacity for professional, either personal or group, improvement. They have not kept up with the advancements of the profession and are thus not up-to-date in the knowledge, skills, or strategies of the profession. They sense their increasing ineffectiveness. Sometimes they are angry with their clients or feel that there is no hope for them. Burnout

> among staff manifests itself in various symptoms and coping efforts. Signs [guidance program staff leaders] can readily detect include somatic complaints, depression, irritability, decline in work performance, detachment from clients or colleagues, absenteeism, avoidance of meetings and training opportunities, counterproductive behaviors (e.g., procrastination, gossip), and lack of motivation. (Falvey, 1987, p. 35)

Those on the way out of the school counseling profession include those who are shifting careers within the school setting. Some school counselors find school administration an appealing career or learn, after some experience, that they prefer teaching. Some take one foot out of the counseling office door on the way to retirement. Some face serious illnesses in themselves or loved ones and lose their professional motivation. The same is true for school counselors who become professionally impaired, who themselves become unable to manage their feelings, solve their problems, and conduct themselves appropriately.

Motivation for Professionalism Enhancement

Individuals' professionalism is an aspect of their personal makeup. Thus, whether individuals are highly professional or burned out, it is their responsibility to enhance their own levels of competence and commitment. On the other hand, building guidance program staff leaders have responsibilities for assuring the students they serve and the system that supports the guidance program and counseling staff that each school counselor is striving to reach an optimum level of professionalism. Helping each school counselor to be motivated to achieve this goal is key to providing this assurance and carrying out this responsibility. Building guidance program staff leaders do this as they work on a daily basis with school counselors. District guidance program staff leaders do this with school counselors as they come in contact with them, and for building guidance program staff leaders on a more regular basis, as is discussed in Chapter 10. They most effectively nurture individual counselors' motivation through attending to their needs and work-related values and by empowering them to seek fulfillment of these needs and expression of these values.

Needs

Maslow's (1954) hierarchy of human needs and theory of motivation is well-known. He classified the needs of human beings as those of seeking survival, safety, security, belongingness, status, esteem, and self-actualization. His well-supported theory states that the attention to meeting these needs is hierarchical, that individuals must have the needs of a lower level met before they can fully attend to meeting the next level needs. For example, when individuals' security is threatened, their need to belong to a group is less important. When esteem is threatened, status is less important; and so on.

Herzberg, Mausner, and Snyderman's (1959) research on motivation in the context of work-related values is also classic. They identified factors that are basic to work satisfaction: salary, working conditions, job security, effects on personal life, organizational policy and regulations, technical supervision, interpersonal relations, and status. These factors are also hierarchical and are so basic that they only affect motivation negatively. That is, when these factors are not present a worker is dissatisfied. The factors that lead to increased satisfaction and motivation are, in ascending order, the work itself, growth, advancement, recognition, responsibility, and achievement (Hurst, 1984).

Although the following generalizations are made with caution, school counselors who fit the different professionalism categories tend to be functioning from different levels of need and motivation. In the career and work-related facets of their lives, school counselors who fit the Professional Worker category are seeking to meet Maslow's (1954) self-actualization and esteem needs. Their work satisfaction comes from achievement, responsibility, recognition, and opportunities for advancement and growth. Those in the Unfocused Worker category tend to be striving to meet needs for belonging and status. In Herzberg et al.'s (1959) terms, they seek work satisfaction through recognition, advancement, growth, the work itself, technical supervision, and interpersonal relationships. Disengaged Workers have needs for belonging and security. Their work satisfaction stems from the work itself, status, interpersonal relationships, technical supervision, and organizational policy and regulations. Impaired Workers' needs tend toward survival and safety levels. Their satisfaction concerns are aimed at the impact of work on their personal lives, their job security, working conditions, and salaries.

Thus, in helping school counselors maintain their motivation to seek ever-higher levels of professionalism, building guidance program staff leaders attend to these needs and factors for each individual. As much as it is in their power to do so, staff leaders in their administrative and management roles provide for work-related lower level needs and basic factors. With these attended to, school counselors are able to strive to meet the higher level needs and attend to the higher level factors. It is in their supervision and leadership roles that staff leaders assist counselors to achieve professional self-actualization and achievement.

In considering school counselors' needs, guidance program staff leaders also consider their lives outside of work and the contexts within which work occurs. As expansively described by Glickman et al. (1995), staff leaders need to consider staff members' developmental stages (cognitive, conceptual, moral, ego, and professional concerns); their adult life cycle developmental stage (young adult, middle-aged adult, older aged); if they are in one of life's transition events, critical life events, or stressor events; and how they are balancing their family, career, and personal development roles.

Covey (1991) identified four areas of motivation that people (and organizations) have: "1. physical or economic; 2. intellectual or psychological; 3. social or emotional; and 4. spiritual or holistic" (p. 288). He believed that "all four of these dimensions of human nature should be exercised regularly and consistently in wise and balanced ways" (p. 289) and that "consistent commitment and continued performance in refining and expanding their abilities in these four areas is the key to overall continuous improvement in all other areas" (p. 275). In other words, all facets of an individual need to be considered as staff leaders help school counselors maintain their motivation to continuously improve their performance. In terms of our schema of professionalism categories, Impaired Workers tend to emphasize the physical or economic dimension; Disengaged Workers, the intellectual or psychological; Unfocused Workers, the social or emotional; and Professional Workers, the spiritual or holistic dimension.

Empowerment

There is research that suggests that individuals are more motivated to improve if they have choices and can exercise some power over their own work situation. According to Glickman et al. (1995), the aim is to "foster collaborative action, reflection, critical thinking, or teacher empowerment" (p. 71). "It is the expansion of choice or the opportunity to decide that motivates a teacher to go beyond competence" (p. 190). Effective building guidance program staff leaders establish environments in which counselors have information and exercise power appropriately. "Controlling environments . . . restrict individual choice, gain compliance, and create resistance. Informational environments expand individual choice, promote autonomy, and encourage commitment to improvement" (Glickman et al., 1995, p. 190).

According to Covey (1991), principle-centered leaders "continually seek to expand the areas over which their people could exercise self-direction and self-control as they develop and demonstrate better insight and ability" (p. 180). Thus, in motivating school counselors to peak performance, building guidance program staff leaders establish conditions that foster empowerment. They first identify "the areas where organizational needs and goals overlap individual needs, goals and capabilities" (Covey, 1991, p. 191). They then match expectations as to the desired results, guidelines, resources, accountabilities, and consequences associated with work performance. They encourage self-supervision; provide helpful structures and systems for individuals to meet the expectations, to be accountable, and to apply their skills; and express their character with integrity, maturity, and with an abundance mentality (Covey, 1991).

In other words, building guidance program staff leaders delegate as much of their power to school counselors as school counselors demonstrate they have the, in Covey's words, integrity, maturity, and abundance mentality to assume. His definitions of these words add dimensions worthy of consideration in our discussion of attributes associated with the different professionalism levels. Integrity is evidenced when "habits are congruent with values, words with deeds, [and] expressions with feelings" (Covey, 1991, p. 198). Maturity occurs when "courage is balanced with consideration" (p. 198). The professional with an abundance mentality recognizes that there is sufficient work to be done and, in doing it, room for everyone to express themselves. Professional, Unfocused, Disengaged, and Impaired Workers typically evidence different degrees of readiness for delegation.

Methods and Resources for Assisting Professionalism Enhancement of School Counselors

Even though professionalism enhancement is a matter of personal initiative and effort, building guidance program staff leaders are able to help school counselors advance continuously to ever-higher levels of professionalism. School counselors in different categories of professionalism and with different levels of motivation need different kinds of assistance from building guidance program staff leaders. Building guidance program staff leaders consciously apply their resources for maximum effectiveness. On the basis of their knowledge of individual school counselors' levels of competence and commitment as well as their work-related needs and values, building guidance program staff leaders use approaches and strategies that have been demonstrated to best fit individuals in the various categories as they carry out the activities of the performance improvement system and fulfill their roles as staff leaders.

Prerequisite to intervening effectively in an individual counselor's professional development, building guidance program staff leaders believe that "every person has the potential to improve. *Such potential might be blocked, slowed down, or even reversed, but it still exists*" (Glickman et al., 1995, p. 77). They believe that school counselors need to feel competent and that, as with all professionals and other highly skilled workers, they "have a need to experience challenge and opposition, to grow and develop, to be well utilized, to be informed, and to be creative" (Covey, 1991, p. 297). They are fearful of obsolescence. If they do not find challenge and opportunities at work, they "go elsewhere, physically or mentally, to find their satisfaction and their sense of growth" (Covey, 1991, p. 297).

Building guidance program staff leaders believe that they can promote the advancement of school counselors to higher levels of professionalism. To be effective, they believe their work with staff members can enhance individuals' beliefs in "a cause beyond oneself," promote their feelings of efficacy, help them be aware of how they complement each other in striving for common goals, stimulate them to plan common purposes and actions, as well as challenge them to think abstractly about their work (Glickman et al., 1995). The challenge for staff leaders is to treat school counselors as individual adult learners in enabling them to use their potential.

Goals of Staff Leaders for School Counselors at Different Levels of Professionalism

Without taking complete responsibility for school counselors' development and, thereby, creating dependency, inhibiting growth, and diminishing commitment, building guidance program staff leaders help school counselors think, talk, and ultimately follow through on goals for professional development (Harvey, 1995). In broad terms, these goals vary with school counselors at different levels of professionalism.

For school counselors who are at the Professional Worker end of the spectrum, professionalism enhancement goals often target increased professional commitment through acceptance of increased leadership responsibilities within the school (e.g., peer mentoring or supervision) and within the professional associations (e.g., seeking positions of more responsibility or those with broader levels from local to state to national implications). They target continuous improvement of their competence by refinement or advancement of their skills and knowledge (e.g., new topics, different applications of their skills, and more difficult clients).

For school counselors who demonstrate characteristics of Unfocused Workers, professionalism enhancement goals target improved competence. Seeking in-depth knowledge on selected priority topics, advanced training in the use of relevant, high-priority techniques, and fuller information regarding the developmental levels of the students being served are appropriate goal areas. Learning to reflect on their professional experiences is often another.

Improving their professional commitment levels is the priority challenge for Disengaged Workers. Although this is true for all categories of school counselors, it is especially true for these counselors. Relevant professionalism enhancement goals must be built on both the building guidance program staff leader's and the school counselor's analysis of the school counselor's motivations. Their security and belongingness needs often suggest that Disengaged Workers are ready to accept more leadership responsibility within the school guidance program or, given their needs for good interpersonal relationships, with other school counselors. They sometimes enhance their commitment levels through policy or procedure development work at the building or district levels.

Helping Impaired Workers develop the most meaningful goals provides the greatest challenges to building guidance program staff leaders. Having identified needs to improve in both competence and commitment levels, the possible number of goals is often quite large. Building leaders help school counselors who fit this description select the most meaningful professionalism enhancement goals, ones that are most likely to catapult them out of this category. Their motivators are typically the ones that are outside the influence area for building guidance program staff leaders, reflecting family or personal needs, or are in the money-costing dimension of the workplace.

Often, the commitment level of Impaired Workers is so low that they are unable to target goals without assistance from their staff leaders. Sometimes they shield themselves from leadership assistance. A rule-of-thumb that has worked for us is that, because *student* services are the basic responsibility of the job, goals targeting competence improvement come first. In some instances, Impaired Workers' competence levels are depressed by the burdens of their personal needs; thus, goal targets are in the commitment dimension (e.g., seeking personal counseling to resolve their personal issues and, thereby, freeing up their affective bind). In some instances, where the Impaired Workers' commitment level is so low that they will not enhance their competence level, the right goal may include the plan for transitioning out of the field of school counseling.

Most school counselors have strengths in some areas and weaknesses in others. Performance improvement efforts are targeted at the weaknesses, but effective staff leaders also nurture the strengths of their staff members. Often weaknesses can be overcome or minimized by building on strengths. For example, nurturing the commitment level of unfocused school counselors contributes to overcoming the competence deficits; nurturing the competence of those who are disengaged contributes to strengthening their commitment levels.

Leader Activities

In the model presented in this book, the activities of the performance improvement system provide opportunities for building guidance program staff leaders to carry out their responsibilities to assist school counselors enhance their levels of professionalism. Although each component consists of activities carried out by all school counselors and their building staff leaders, different activities tend to be used more fully than others in assisting school counselors at different levels of professionalism. Seeking self-actualization, school counselors in the Professional Worker category respond to goal setting for professionalism enhancement. Unfocused Workers, needing targeted competency development, benefit most from supervision activities. As they tend to focus on the actual work itself, Disengaged Workers benefit from the emphases on assignments accomplished in job defining and the feedback regarding their overall performance provided in performance evaluation activities. Impaired Workers, seeking security and being conscious of minimum work requirements and rewards, benefit from the focus provided in job defining, the concrete feedback of clinical supervision, and performance evaluation. Being the category of school counselors who most need all the performance improvement system activities, Impaired Workers also benefit from the assistance provided in the professionalism enhancement goal-setting process.

Leader Approaches

As rather fully described in both educational and counseling supervision literature, there is a continuum of approaches for building guidance program staff leaders to select from as they decide how they can best help school counselors continuously improve their performance. Different approaches work more effectively with school counselors at different levels of professionalism, with different levels of need and motivation, and with different readiness for empowerment. The continua of leadership approaches suggested by various authors, and depicted in Figure 6-3, suggest that school counselors at lower levels of professionalism need more directive assistance from building guidance program staff leaders and those at the higher levels are more responsive to nondirective approaches. Those with lower levels of commitment need more direction from staff leaders compared with those with higher levels of commitment.

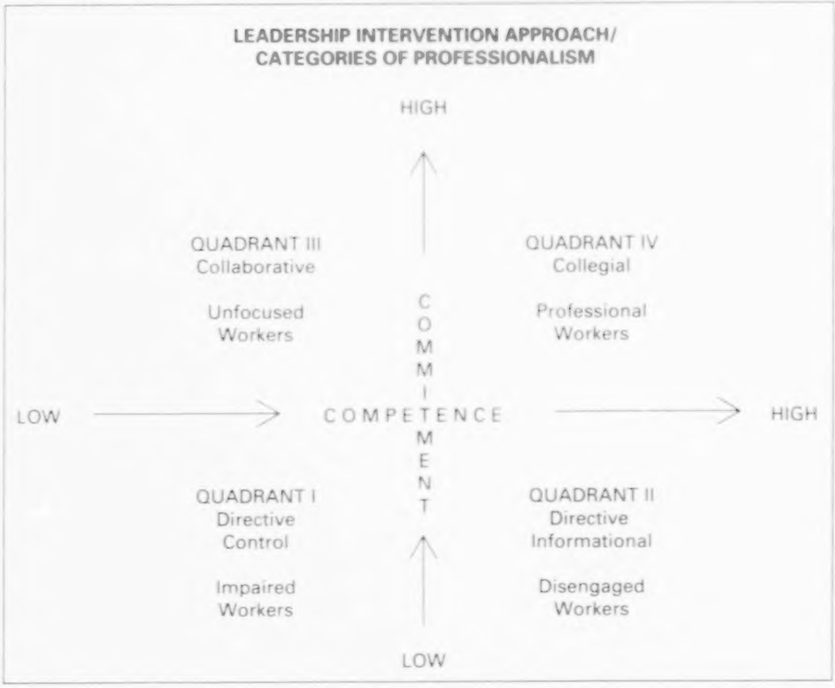

LEADERSHIP INTERVENTION APPROACH/
CATEGORIES OF PROFESSIONALISM
HIGH
QUADRANT III
Collaborative
Unfocused Workers
QUADRANT IV
Collegial
Professional Workers
COMMITMENT
LOW
COMPETENCE
HIGH
QUADRANT I
Directive Control
Impaired Workers
QUADRANT II
Directive Informational
Disengaged Workers
LOW

FIGURE 6-3

Glickman (1981) defined a model that shows how responsibility for performance improvement moves from staff member to staff leader:

> Those who believe that knowledge is relative—acquired only as the individual chooses to follow his or her own inclinations—advocate [leadership] approaches that allow the [counselor] to make his or her own determination of what improvement is needed. The emphasis is on self-assessment. Those who believe that learning is the result of reciprocity and experimentation advocate approaches to [leadership] that result in a shared determination of what needs to be done. Mutual contracting provides a vehicle for such reciprocity. Those who believe that learning is acquired through compliance with a standard advocate approaches whereby the [leader] determines the need and plan for [counselor] improvement. The emphasis is on establishing delineated standards of performance. These three orientations to [staff leadership] are labeled *Nondirective*, *Collaborative*, and *Directive*. (p. 4)

A nondirective approach is suggested for use with school counselors with high levels of professionalism. This approach helps school counselors set their own goals, develop their own plans, and maintain responsibility for their actions. A collaborative approach is appropriate for use with moderately high levels of professionalism, the highly committed and at least moderately competent Unfocused Workers, and the highly competent and at least moderately committed Disengaged Workers. More directive approaches are used with school counselors with low levels of professionalism, for example, those with moderate-to-low or low levels of commitment and competence.

Glickman et al. (1995) suggested two degrees of directive approaches: directive informational and directive control (p. 115). The directive informational approach is when the leader "directs the [school counselor] in what the alternatives are from which the [school counselor] might choose, and after the [school counselor] selects, the [staff leader] standardizes the time and criteria of expected results" (p. 115). The directive control approach is when the leader "directs the [school counselor] in what will be done, standardizes the time and criteria of expected results, and reinforces the consequences of action or inaction" (p. 115).

As a rule, effective building guidance program staff leaders strive to be as nondirective as possible in helping school counselors exercise their responsibility to improve their performance, but, on behalf of the clients they serve, there are circumstances in which they must accept some of the responsibility for others' performance.

Conscious selection of interventions based on school counselors' needs and readiness for autonomy was suggested by Stoltenberg (1981) as well. His model suggested that school counselors at higher developmental levels, professional school counselors, function well in a "collegial" (p. 60) staff leader–school counselor relationship. The next-level, less-developed school counselors, unfocused school counselors, function in a staff leader–school counselor relationship that allows for autonomy with structure provided by the school counselor. In this circumstance, the "supervisor treats [the] counselor more as a peer with more sharing, mutual exemplification, and confrontation" (p. 60) than at lower levels of school counselor development. For disengaged school counselors, the Stoltenberg (1981) model suggests allowing some autonomy but also that the staff leader provide at least a low level of "normative structure" (p. 60). At the lowest levels of professionalism, Stoltenberg (1981) proposed that staff leaders provide a normative structure within which impaired school counselors should perform, but to continuously encourage them to become autonomous.

Leader Roles

Using the variety of approaches along a nondirective-control or autonomy-control continuum with different school counseling staff members is dependent on staff leaders' having and exercising power in their relationships with their staff members. As described earlier, four roles are fulfilled by building guidance program staff leaders: administration, management, supervision, and professional leadership. Although all of the roles are fulfilled for each professional school counselor on staff, reliance on different roles and the power associated with that role provides the support for different approaches to the staff leader–school counselor relationship. As described in Chapter 2, effective fulfillment of the roles relies on different power sources. These power sources are also those that support empowerment—the companion of autonomy—and judicious delegation.

For school counselors who fit the Professional category and are best served by guidance program staff leaders who are collegial and nondirective, the staff leader role that is most helpful to them in enhancing their professionalism is the professional leadership role. The professional leadership role is supported by power stemming from having professional expertise and information of value. Professional school counselors are motivated to seek self-actualization and esteem, achievement, responsibility, recognition, and advancement. They are altruistic. Staff leaders can help them be empowered by finding ways for them to apply both their commitment and competence, for example, through providing peer supervision. Recognition of their expertise, sharing information with them to share with others, and having connection with the leader in addition to the professional referent power resulting from their highly respectable professionalism are foundation blocks for their empowerment.

Unfocused school counselors are best served by collaborative staff leaders. The staff leader role that is most helpful to them as they strive to enhance their competence is the management role. The management role is supported by the legitimate power of the position, the connections with other leaders, and the capacity to appropriate rewards. Motivators for the school counselors who fit this category are belongingness, status, recognition, advancement, and growth; the work itself, being the recipient of technical (clinical) supervision; and the interpersonal relations found in the work environment. Recognizing these counselors' high levels of commitment by assigning them responsible roles in teamwork assignments helps them find empowerment by building on their motivations within the social–emotional dimension of their work lives, thereby helping them build their connection power. They also are nurtured by technical supervision, a powerful vehicle for enhancing their competence levels.

Disengaged school counselors are best served by staff leaders providing direction and information. The staff leader role that is most effective in helping them enhance their commitment levels is the administration role. This role is supported by the legitimate power of the position, as well as by referent and information power bases. Disengaged workers are motivated by a desire to belong and to have security, as well as by the work itself, status, and interpersonal relationships. They are appreciative of technical (clinical) supervision and interested in organizational policy and regulations. They choose to operate in the intellectual–psychological dimension in their work lives. Recognizing their higher levels of competence by assigning them the responsibility for providing supervision to others and to benefit from it themselves, applying their interest in policy and regulations by having them be the link from the department to the administration, and responding to their desire to belong by assigning them teamwork are means to encourage their autonomy and to be more empowered and thus more committed to their work.

Impaired school counselors are best served by staff leaders providing direction and control and being prescriptive about their work. To help them enhance their level of professionalism, the supervision role is most useful. Supervision provides different opportunities and methods for helping dropout or burned-out school counselors develop or redevelop their competence and their commitment to the profession. A critical power source in the relationship between staff leaders and the least professional school counselors is coercive power. Staff leaders, in the legitimate use of their positions, have the authority to force school counselors to treat students appropriately. This force is supported by staff leaders' connections to administrators who are the means whereby individuals can be removed from their jobs. Because Impaired school counselors are motivated to survive and to be safe and secure in their jobs, fear of losing their jobs is a motivator, albeit a negative one. Because they are also motivated by concerns about their personal lives, working conditions, and salaries, ways to help them develop some professional empowerment, and thereby build their commitment level, are to assign them to negotiating teams and committees focusing on working conditions or salary. To help them develop some autonomy in their competence, assigning them the opportunity to apply whatever strengths are demonstrated to be strong enough to withstand application balances the staff leaders' approach.

Leadership Strategies

The ultimate goal of staff leadership, then, is reflective, autonomous professionals whose practice is facilitated by nondirective supervision (Glickman et al., 1995). To best encourage the professionalism enhancement of each of their staff members, building guidance program staff leaders select leadership strategies that fit each situation. Based on background knowledge of adult learning, professional development, and staff leadership, and consistent with the assessed professionalism level of the school counselor, the effective building guidance program staff leader selects not only a basic approach (as described above) but also the function to be performed and the behavioral tools to be used.

Background Knowledge

Glickman et al. (1995) detailed the background knowledge that guidance program staff leaders apply in selecting leadership strategies. Knowledge of how school counselors can "grow as competent adults is the guiding principle for [staff leaders] in finding ways to return wisdom, power, and control to both the individuals and the collective staff in order for them to become true professionals" (p. 47). They suggest that effective staff leadership responds to the principles of adult learning; responds to and fosters professionals' stage development; recognizes and supports different phases within educators' life cycles; helps them to understand, navigate, and learn from life's transition events; recognizes and accommodates professionals' various life and career roles; and fosters their motivation.

For well-educated adults to continue to learn, they need to be self-directed in learning. The content of the learning needs to build on their experiences and relate to solving real-life problems. Whereas adult learning usually entails a transformation in perspective, adult learners want to make immediate application of their learning. The learning methodology should combine action and reflection (Glickman et al., 1995).

Leadership Functions

The functions performed by building guidance program staff leaders in facilitating their adult staff members' learning include teaching, coaching, consulting, counseling, and mentoring. Teaching and coaching are aimed at helping others develop competence. Consulting may target development of competence, commitment, or both. Counseling and mentoring are useful functions for helping others enhance their commitment levels.

In the teaching function, "there is an emphasis upon structure and instruction" (Dye, 1994, p. 9). "Effective *coaching* provides the foundation for continuous development. [Its] purpose is to help others learn, develop, adapt, and grow. It is an empowering process" (Harvey, 1995, p. 6). The difference between coaching and teaching is the emphasis in the latter on application, actually *doing* what is taught. Teaching leads to cognitive and skill development. Coaching adds an affective dimension to learning. The teacher is directive; the effective coach is also, but less so.

In the consulting function, staff leaders ensure the active involvement of school counselors in not only the learning but also the direction of the learning. It is a mutual, collaborative process. The staff leader's responsibility is to share expertise and to engender motivation to greater commitment.

In the counseling function, staff leaders focus on problem solving and on helping school counselors resolve issues that impede the development of their commitment level. It is not therapy for non-work-related issues. Counseling approaches that are collaborative are most useful, with the school counselor taking the lead in directing the intervention interactions. Referral is often the result of this counseling.

In the mentoring function, staff leaders are nondirective and responsive to the school counselors' leadership. The focus is on nurturing and encouraging the developmental direction sought by a school counselor. The relationship is more reciprocal than in the other functions.

Although the functions building staff leaders use are effective to the extent that individual school counselors adhere to a complementary role (Bernard & Goodyear, 1992), some generalizations are offered as a starting place for staff leaders. The complementary roles for each function are fairly obvious and well-defined in literature: teacher–learner, coach–player, consultant–consultee, counselor–counselee, mentor–mentee. In the framework of professionalism categories, Professional school counselors are often best suited for consulting, mentoring, or both. Unfocused school counselors respond well to mentoring of their commitment dimension and coaching or teaching to their competence dimension. Disengaged counselors benefit from the consulting function related to their competence level and coaching related to their commitment level. Impaired counselors benefit from teaching functions that address their competence and counseling that targets their level of professional commitment.

Leadership Behaviors

Whatever approach, functions, and behaviors building guidance program staff leaders use, a balance of challenge and support should be provided as they influence the professionalism enhancement of school counselors (Bernard & Goodyear, 1992). According to Covey (1991), there are three basic categories of methods of influence: "1) to model by example (others *see*); 2) to build caring relationships (others *feel*); and 3) to mentor by instruction (others *hear*)" (p. 119). It is also clear that, when school counselors do not behave in a professional manner, appropriate disciplinary actions are required. Using behaviors that others see is nondirective. Using behaviors that others feel is collaborative. Using those that are heard is directive.

In Glickman's model (1981, Glickman et al., 1995), leadership behaviors appropriate to each of the four approaches are specified. Effective directive control behaviors are reinforcing and standardizing. Effective directive informational behaviors are standardizing and directing. Those used in collaboration are negotiating, problem solving, and presenting of ideas and information. Nondirective leadership behaviors are reflecting, encouraging, clarifying, and listening.

Building Guidance Program Staff Leader and School Counselor Relationship

Effective helping of individual school counselors by building guidance program staff leaders occurs in the contexts of their relationships. It is best when it is "a relationship which will set in motion and facilitate the [school counselor's] continuing personal and professional growth" (Loganbill et al., 1982, p. 29). In summarizing the literature on the subject, Davis et al. (1989) concluded that factors influencing the morale of subordinates include leadership behaviors, administrative support, high levels of consideration, congruent values, and school counselors' perception of receiving adequate supervision.

As outlined in the "Curriculum Guide for Training Counseling Supervisors" (Borders et al., 1991), the major topics to be learned in the "Supervisory Relationship" content area are those regarding individual differences between building guidance program staff leaders and school counselors, the process variables of the relationship, and the dynamics at play in the relationships. We next discuss the characteristics of staff leader–school counselor relationships and problems and issues that recur in these relationships.

Relationship Characteristics

Because they are central to each individual's career, relationships between building guidance program staff leaders and school counselors are significant ones. School counselors and their building leaders have more impact on the individuals involved in that they are together on a daily, or frequent, basis. Relationships between school counselors or building leaders and district guidance program staff leaders are not built on such frequent interaction, but they, too, are significant. District leaders have a broader power base than building leaders.

Loganbill et al. (1982) stated that these relationships are "intensive, interpersonally focused, one-to-one relationship[s] in which one person is designated to facilitate the development of" (p. 4) counseling competence and professional commitment in the others. They are best when based on mutual trust and respect wherein each individual is mindful of the rights and responsibilities of the other. However, the interaction "can be a process of control and inhibition, without compensating freedom. Or . . . it can be a process which provides needed control and complementary support for exploration, creativity, development and change" (Kell & Mueller, 1966, p. 98). It is also best when these relationships "foster psychological safety, receptivity, necessary candor and honesty" (Harvey, 1995, p. 6).

Characteristics of staff leaders that enhance the relationship include those that are also basic to counseling: genuineness, the recognition of power, optimism, courage, a sense of time as a gift, a sense of humor, the capacity for intimacy, openness to fantasy and imagery, respect, and consideration for others. "Persons change and grow—clients or school counselors—when they experience a relationship that evinces a concern for their resources and for their feelings" (Kell & Mueller, 1966, p. 107). In addition, building guidance program staff leaders have the capacity to allow autonomy, evaluate according to established standards, be enthused and invested in the profession, and be sensitive as to when to explore personal issues and when to stay task-focused in the relationship (Loganbill et al., 1982).

As we discussed previously, building guidance program staff leaders have multiple roles (administration, management, supervision, and professional leadership), conduct differing activities (job defining, supervising, evaluating, and goal setting), and fulfill a variety of functions (teaching, coaching, consulting, counseling, and mentoring) that may be confusing to school counselors. It may be difficult for them to know which role, activity, or function staff leaders are operating in at any given moment. To fulfill these various roles effectively, building guidance program staff leaders must differentiate them not only for school counselors but also for themselves. In fact, standards for staff leadership make it an ethical responsibility "to provide careful explanation . . . as to the expectations and responsibilities associated with each supervisory role" (Association for Counselor Education and Supervision, 1995, p. 273). Some school counselors are particularly aware of and possibly threatened by the evaluative responsibilities of their staff leaders. This may unduly influence the relationship if staff leaders are not able to clarify when and how that role relates to the activities and functions of their other roles.

Of the two, building guidance program staff leaders have the larger responsibility for developing and keeping the relationship a constructive one. As outlined in "Counseling Supervisors: Standards for Preparation and Practice" (Dye & Borders, 1990), staff leaders meeting these standards understand the developmental nature and theoretical models of staff leadership, as well as the differentiation of the various roles and functions of school counselors and those of staff leaders. Even more experienced school counselors "vacillate between feeling professionally insecure and professionally competent" (Dye, 1994, p. 9). The effective staff leader takes "responsibility for creating, maintaining, and monitoring the relationship which serves to provide structure and a mediating role while [school counselors] are in turmoil" (Dye, 1994, p. 9). Indeed, the higher the professionalism level of school counselors, the more it is the supervisory relationship that provides support as they assess and reassess their professional competencies and personal qualifications (Dye, 1994).

Potential Relationship Problems

Both school counselors and building guidance program staff leaders can contribute to relationship problems (Langs, 1980, cited in Borders & Leddick, 1987, p. 43). It is important for staff leaders to recognize this and work to resolve the problems they create or exacerbate. Frequent causes of problems that stem from staff leaders are confusion among their multiple roles, difficulty managing their evaluative and authoritative responsibilities, and their own resistance to reluctant or resistant subordinates (Borders & Leddick, 1987).

"An awareness of the possible impact of differences in demographic variables, theoretical orientation, and personality dynamics can at least alert the supervisor to monitor the relationship for potential difficulties" (Borders & Leddick, 1987, p. 42). Historically, much has been written about the possible impact of gender differences in leader–subordinate relationships. Currently, long-needed attention is being paid to race and culture differences that may affect not only the establishment of the relationship but also the expectations and conduct of the relationship. Leong and Wagner (1994) recommended that staff leaders "be willing to withstand their own awkwardness and discomfort in dealing with race as they [take responsibility to] 'break the silence' in revealing and openly discussing their racial identity attitudes" (pp. 138–139). Fukuyama (1994) identified not only racial identity and attitudes as multicultural themes to address but also those of culture and cultural differences. Staff leadership is most effective when it is culturally relevant to the subordinates.

Process variables in the building guidance program staff leader–school counselor relationship have been discussed elsewhere. The pattern of the relationship entails school counselors moving in and out of dependency on and autonomy from staff leaders. In most cases, the relationship in the school setting is a long-term one. Staff leaders and school counselors have time to develop full relationships, and care must be taken with every interaction as that relationship develops. That is not to say that challenge and confrontation are not also part of a healthy staff leader–school counselor relationship. We agree with Kell and Mueller (1966) that a "relationship that is free of stress is one which is contemptuous of the school counselor's strength and does not extend the school counselor so that he [or she] can grow maximally" (p. 108).

As with other interpersonal relationships, the relationships between building guidance program staff leaders and school counselors are vulnerable to conflicts. There is much documentation that unresolved conflicts between leaders and subordinates interfere with the learning experiences of the subordinates, causing them to exhibit self-protective behaviors (Rosenblatt & Mayer, 1975, cited in Bernard & Goodyear, 1992, p. 175). They want their staff leaders to openly identify and discuss relationship problems (Moscowitz & Rupert, 1983, cited in Bernard & Goodyear, 1992, p. 186) and to "initiate discussion of them so that learning opportunities are not impaired" (Borders & Leddick, 1987, p. 46).

In fact, much has been written to support the notion that working through problems or patterns in the building guidance program staff leader–school counselor relationship is an effective means of helping the school counselor grow. To paraphrase Kell and Mueller (1966), the relationship between building guidance program staff leaders and school counselors is itself a rich source of material available for use by staff leaders in enabling school counselors' development. As they stated, "In some respects, the supervisory relationship parallels the counseling relationship" (p. 108). This parallelism in process has multiple dimensions that often relate to some unresolved issue in the school counselor–client relationship (e.g., incomplete client conceptualization, client resistance, school counselor feeling inadequate, school counselor overidentification with the client). Thus, "working through conflict, impasses, or transference binds in the [staff leader–school counselor] relationship first can be a potent learning experience, increasing [school counselors'] understanding of relationship dynamics and serving as a powerful model for working therapeutically through the counseling relationship" (Borders & Leddick, 1987, pp. 45–46).

Recurrent Relationship Issues

Recurrent relationship issues between school counselors and building guidance program staff leaders have also been well-described in the counseling literature and include adequacy concerns, anxiety, conflict, harmful influences by staff leaders on school counselors, the use and abuse of power, transference and countertransference, and resistance to leadership. A brief description of each of these is provided below. (For fuller treatment of these issues and ideas as to appropriate leadership responses, see Bernard & Goodyear, 1992, Chapter 10; Borders, 1994b; Borders & Leddick, 1987; and ongoing treatment in articles in *Counselor Education and Supervision*, the journal of the Association for Counselor Educators and Supervisors.) In general, effective staff leaders identify the issues that interrupt relationships, analyze their origins (whether they are competence, commitment, or interpersonal issues), and respond as appropriate to the school counselor's professionalism level.

Adequacy

School counselors' adequacy concerns are usually issues of competence. They may fear inadequacy in managing specific or new client issues, using particular counseling skills or techniques, or handling some professional or personal issues. Providing targeted feedback helps school counselors. Those at the professional end of the continuum are comfortable with observation and seek input. Using clinical supervision techniques (such as observing school counselors in client interaction and providing feedback) with counselors at lower professionalism levels may "impair the performance of a person who has not fully mastered a skill" (Bernard & Goodyear, 1992, p. 180). It may exacerbate their feelings of professional inadequacy. On the other hand, clinical supervision is an effective intervention when a skill is highly developed. Observations and feedback facilitate a school counselor's performance.

Anxiety

Although anxiety in manageable amounts promotes learning, school counselors have different degrees of tolerance for it. It can stem from their lack of clarity regarding expectations, particularly those for evaluation. It may result from a lack of structure created by them or by staff leaders. It can be caused or exacerbated by staff leaders who are ambiguous about fulfilling or mixing roles or who fail to support their school counselors. Staff leaders who are highly critical or who overuse the therapist or school counselor role may engender anxiety in their subordinates (Bernard & Goodyear, 1992).

Conflict

Conflict is fairly typical in staff leader–school counselor relationships (Moscowitz & Rupert, 1983, cited in Bernard & Goodyear, 1992). It may be caused or exacerbated by the power differential between the leader and the subordinate. It may be caused by differences in theoretical orientation, styles, or personalities (Bernard & Goodyear, 1992). Falvey (1987) offered a useful schema for discriminating different kinds of conflicts. "Conflict may be classified as *internal* (within individuals) or *external* (shaped by outside forces), as *process* (a series of behavioral events) or *structure* (a set of conditions or beliefs), and as *interpersonal* (between individuals) or *organizational* (a function of roles, power and policy)" (p. 29). Each classification suggests different responses by staff leaders in striving to mediate the conflict. In any case, conflict should be identified and dealt with as soon as possible. Falvey (1987) summarized basic approaches to conflict resolution: denial or withdrawal, suppression, dominance, compromise/negotiation, and collaboration. Again, we believe effective staff leaders use consciously and rationally chosen strategies appropriate to the professionalism level of the school counselor.

Harm

In occasional instances, guidance program staff leaders may harm school counselors by damaging them professionally or psychologically. Staff leaders may unwittingly or deliberately cause harm. If it is unintentional, it may be a hidden reality to staff leaders. If it is deliberate, it may be hidden from others. In either case, it needs to be brought out into the open. It is hoped that no staff leaders intentionally harm others, but if it occurs—as a result of, for example, professional jealousy, a job-related or personally related power struggle, sexual or other type of harassment—it becomes the school counselor's or colleagues' responsibility to seek recourse. Every school district has grievance procedures. In school districts that have both building and district guidance program staff leaders, the support of the nonharmful one of these two can be enlisted. If a staff leader recognizes that, unintentionally, they are harming a school counselor or other staff member for that matter, they need to either address the problem or delegate leadership for that staff member to someone else.

Use/Abuse of Power

As described in Chapter 2, guidance program staff leaders wield a variety of power sources, making the use or abuse of power another possible cause of conflict between leaders and school counselors. A staff leader may use power adversely with their subordinates, or school counselors may struggle against a leader's legitimate use of power. Responsible staff leaders are aware of the influence and effects of their power, guarding against its misuse and diagnosing and responding to power conflicts as they arise. Power-abusing staff leaders need to be identified and responded to by their staff. These circumstances, again, often call for school counselors to bring the issues out in the open. If the power abuse is unintentional, which should be the first assumption, bringing it to the attention of the staff leader is the first step. As with harmful situations mentioned above, seeking the assistance of other staff leaders or following official grievance or other recourse procedures is the school counselor's responsibility.

Transference/Countertransference

As with other significant, interdependent, interpersonal relationships, staff leader–school counselor relationships are vulnerable to transference and countertransference by school counselors or staff leaders, respectively. School counselors may seek parental-like approval from their staff leaders. As described previously as parallel process, they may bring client-like issues to their relationship with their leaders. On the other hand, staff leaders may inappropriately counter this transference. Bernard and Goodyear (1992) described possible causes of countertransference as those stemming from staff leaders' own personalities, inner conflicts, reaction to school counselors personally or socially, and reaction to school counselors' transference. Countertransference is harder for staff leaders to identify and address, but effective ones keep their minds open to such possibilities.

Resistance

The above-described issues or other issues may cause school counselors to resist the leadership provided or offered. Such resistance to leadership often takes the form of defensive behaviors, identified in the counseling supervision literature as "games." When used, these responses may be serving some purpose essential to school counselors' professional or psychological safety; they are common responses to change, provide self-protection, or help school counselors manage the fear of inadequacy. They may be reactions to the knowledge that supervision and evaluation are required, feelings that their skills are equal to those of their supervisors, a power struggle, or the staff leader's insensitivity to some part of the relationship dynamic (e.g., cultural issues; Bradley & Gould, 1994).

In any case, the "games" are strategies used by resistant school counselors to exert control over the relationship. Frequently observed strategies include attempts to manipulate the demands placed on them, to flatter the leader, and to make the relationship ambiguous by adding to or changing the roles of the leader (e.g., the counseling role). They may try to focus the relationship or leadership interactions on their own agenda that is within their comfort zone—the game called "turning the tables." They may feign helplessness by seeking prescriptions for clients, or they may be unduly submissive. They may seek reassurance by feigning fragility, by saying how badly they are doing, or by asking others for help. They may conceal information from staff leaders, blame external problems, or even blame staff leaders for failures that occur (Bradley & Gould, 1994, p. 11).

As with other staff leader–school counselor relationship issues in which school counselors bear the weight of causing or having the problem, it is the leader's primary responsibility to identify the issue as accurately as possible, to bring it out into the open for discussion with the individual school counselors involved, and to work with them as appropriate to their professionalism levels as the issue is resolved. When the issue is caused or is within staff leaders, they need to seek assistance in unraveling the knot that the issue has caused. Building guidance program staff leaders turn to district guidance program staff leaders for this assistance, as described in Chapter 9.

Goal Setting and Action Planning for Professionalism Enhancement

In a comprehensive performance improvement system, the vehicle for promoting the enhancement of school counselors' professionalism levels is an annual goal-setting and action-planning process. The assessment provides focus for goal setting and prioritizing. The action plan for goal accomplishment provides focus not only for individual school counselors' efforts but also for the staff leaders' interventions. Moving beyond diagnosis and prescription, the process provides for encouraging and monitoring action.

School Counselors' and Building Staff Leaders' Responsibilities

As described at the beginning of this chapter, professionalism is an individual's property and responsibility. As such, no one but the school counselors involved know exactly how professional they are. Individuals know their own strengths and limitations, and they have the best information about where they are on the continua of competence and commitment.

Effective building guidance program staff leaders share responsibility with their staff members for each school counselor's performance; however, they

> realize they can't make people do anything. Continuous improvement is a journey that each person must decide to take on his or her own. . . . Learning, growth, and continuous

> improvement are self-initiated, voluntary activities. Individuals have free choice of whether to change. (Harvey, 1995, p. 6)

Although staff leaders help school counselors select their goals for professionalism enhancement, "the school counselors themselves make the final decisions about which elements to target" (Kaplan, Geoffrey, Pare, & Wolf, 1992, p. 166).

Benefits of Goal Setting

In the report of the effectiveness of the York County (Virginia) goal-setting system, school counselors

> stated that the program helped them become better school counselors by providing guidelines and strategies by which they could make choices to enhance their professional development. One noted that increased personal choice meant increased professional responsibility for identifying and meeting goals for improved skills and activities. (Kaplan et al., 1992, p. 167)

Schools and districts that use a goal-setting process for assisting school counselors enhance their competence and commitment levels have found that the process also "helps promote the school counselors' professional identity, foster communication among school counselors, administrators, and other educational professionals, and creates an effective school counselor support system" (Kaplan et al., 1992, p. 164).

Process Steps

The goal-setting process includes drawing conclusions from performance assessment and program development data as to the growth needs of individual school counselors, committing to specific goals for professionalism enhancement, implementing an action plan for attaining each goal, and assessing the level of goal attainment at the completion of an action plan. Although the primary responsibility for this process is that of the school counselors themselves, building guidance program staff leaders promote professionalism by guiding the process, supplementing data, encouraging the development of relevant goals and meaningful action plans, and assisting in the assessment of goal attainment.

Needs Identification

As described earlier, in analyzing school counselors' performance to determine their levels of competence and commitment as well as their needs and motivating forces, building guidance program staff leaders identify areas for potential growth and development. In providing this feedback to school counselors—through supervision or evaluation activities,—staff leaders help school counselors identify their growth needs. As mentioned earlier, prerequisite to this is ensuring the clarity of professional standards and expectations and the accuracy and appropriateness of assessment activities.

In addition to the needs or wants of school counselors, the needs and priorities of the guidance program are taken into consideration. The school counselor performance improvement goal-setting process is most meaningful when it parallels the guidance program improvement goal-setting process. Job-related professionalism enhancement efforts of individual staff members are to be mutually beneficial to the program and the school as well as to staff members themselves. On the other hand, professionalism enhancement goals target the development of an individual's professional competence and commitment; as such, they differ from program development goals that target program activities for addition, augmentation, streamlining, or displacement from the program (Gysbers & Henderson, 1994).

There is a thin line that separates professionalism enhancement goals from an individual's career goals. Often school counselors' career goals are to be better school counselors, and in that case the professionalism and career goals would probably match and fit within the school district's interests. Some school counselors have other long-range career goals, for example, to be school administrators or to be private practice mental health counselors. In these cases, staff leaders are sometimes challenged to redirect professionalism goals that fit those career choices but that are not relevant to the school guidance program.

Thus, for example, if the expansion of the small-group counseling service is identified as a priority for a building's guidance program improvement, the school counselors are encouraged to specify performance improvement goals in the area of small-group counseling. Encouragement comes not only from their own commitment to program development but also from the building guidance program staff leader, and from the recognition that the application of their newly acquired improved or expanded competencies will happen as soon as they are developed. School counselors are also discouraged from setting as goals improvements that would contribute little to the program. For example, a school counselor might believe that acquiring competence in hypnotic techniques would be interesting, but the application of such techniques in a school guidance program is quite limited.

Commitment to Goals

As described earlier in this chapter, in assisting school counselors to identify, select, and commit to performance improvement goals, staff leaders rely on different approaches with school counselors of differing professionalism levels. From the building guidance program staff leader's perspective, goals should be set that challenge school counselors to repair repairable weaknesses. Additional goals are set that support school counselors' motivation by building on their strengths. Example goals for each of the professionalism levels were mentioned in an earlier section of this chapter.

Although the goal-setting process occurs annually, goals may be long term as well as yearlong. Depending on the scope of the goal target, incremental steps may be necessary. For example, for an impaired school counselor, the improvement of their commitment to the profession may require some personal counseling as a first step toward rekindling their motivation. For those who are impaired, this is often a desirable professionalism enhancement goal, whereas personal counseling may be less directly job related for others. Personal counseling in and of itself will not necessarily improve school counselors' professional commitment, but as a result of counseling they may have better insight into what they might do to demonstrate or apply their enhanced commitment level.

Some professionalism enhancement goal areas are never completely finished and serve as perennial possibilities, for example, ethics and cross-cultural effectiveness. As society everywhere is increasingly pluralistic and the world we live in gets smaller, expanding one's knowledge and attitudes by being more fully aware of various cultures are only beginning steps. School counselors need to learn culture-appropriate techniques and responses, and reach high levels of valuing and working within a multicultural world. In the multifaceted world that school counselors, especially those in public schools, are privileged to serve, students come from a variety of races, ethnicities, economic levels, sexual orientations, and countercultures (e.g., the drug, gang, or outlaw cultures).

Given the wide range of potential goals from which to choose, school counselors, with building guidance program staff leaders' assistance, select goals for the year. Two or three goals are sufficient for one individual to target, although the number depends on the scope or depth of any one goal. Goals are written precisely and clearly to support mutual understanding between school counselors and staff leaders. Competence goals range from knowledge acquisition to skill development. Commitment goals range from developing interests to internalizing professional values. Goals, by definition, are challenging, and risk taking should be supported by building guidance program staff leaders. An example competence goal would be "to improve the techniques I use in small-group counseling." (A form used to support the goal-setting process in Northside Independent School District in San Antonio, Texas, is provided in Appendix H. Figure 6-4 displays a completed form appropriate to the example.)

Next, objectives are stated that specify behaviorally what the school counselor will demonstrate as a result of achieving the goal. Appropriate objectives express the goal commitment in product completion terms. For example, "I will plan each session to move the group toward goal attainment and will actively involve students in the counseling process." Sometimes school counselors and their staff leaders confuse the completion of the activities planned to acquire the competence or commitment (called *process* objectives by some) with the results of participating in those activities (called *product* objectives by some). Attending the workshop on group counseling is a means for acquiring a competence. Being able to use the learned competence is the result.

Action Plan Implementation

The next step in the goal-setting process is school counselors' development of action plans for accomplishing the objectives. (This is the process plan.) The action plan includes specifying anticipated tasks that will be done by the school counselor or activities to be participated in. This section of the plan includes identifying and planning to use resources available to help in meeting the objectives.

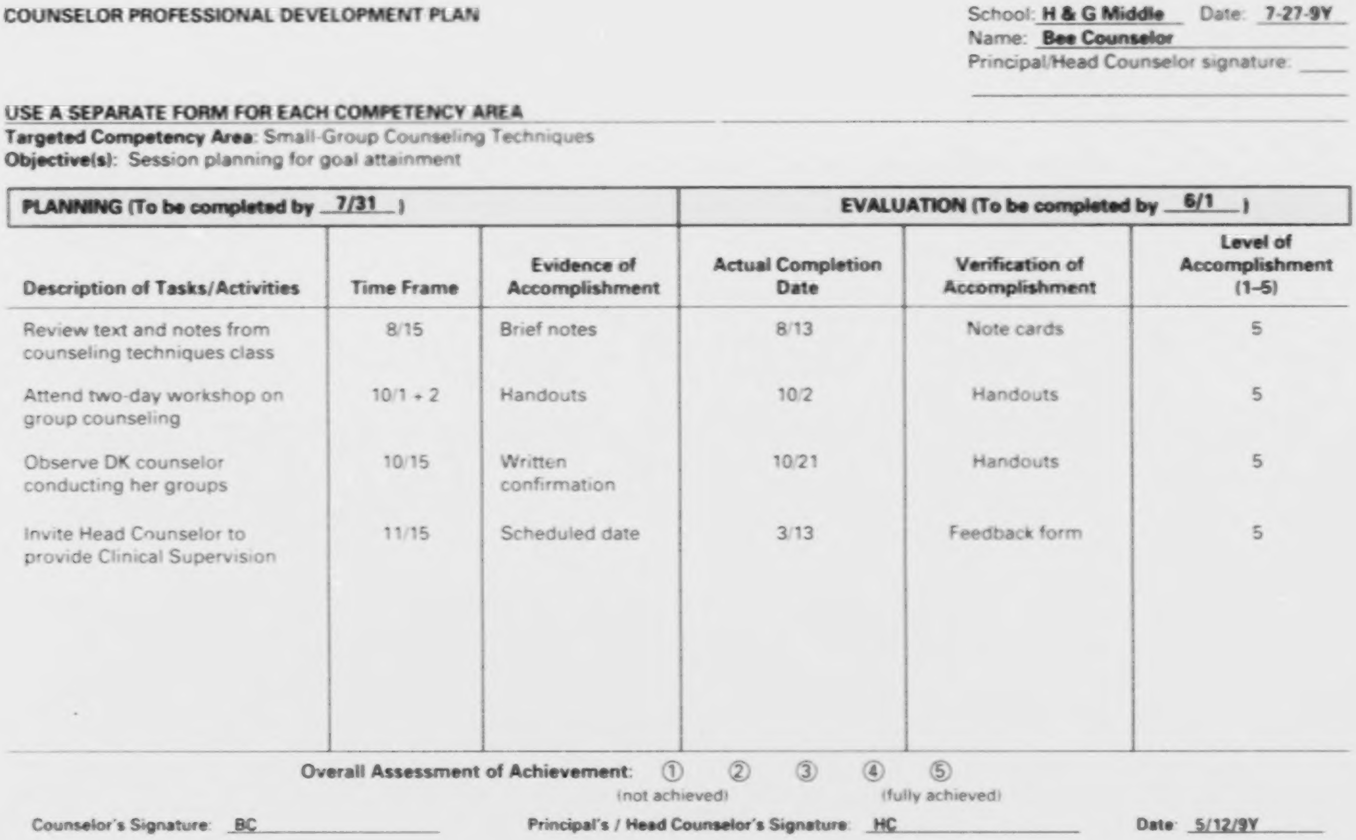
Tasks/Activities

A variety of professionalism enhancement opportunities are available to school counselors through in-service training and staff development activities of a building or school district, through local universities, and through the counseling associations. Structured continuing education occurs through pursuing advanced counseling-related coursework and attending conferences, workshops, and professional development institutes. The array of counseling associations, from local chapters of state associations to state divisions of national associations as well as the national associations themselves, provides a range of activities designed to encourage development of competence and commitment levels.

Valuable competence enhancers include professional journals and newsletters, which help school counselors keep current with the fast pace of developments in the field. As learning experiences and reading contribute to the competence development of the maturing professional, so do collaboration and supervision. Working together with colleagues on professional tasks provides personalized opportunities for growth in competence. Through supervision, feedback is received and encouragement provided to improve discreet elements of school counselors' skills. (Supervision is more fully discussed in Chapter 7.) Through collaboration on projects, school counselors' knowledge base expands and commitment levels deepen as they work through issues, problems, and challenges with other colleagues. Opportunities to do this within the guidance program were described in Chapter 2. Professional associations also provide such opportunities through their committees.

Time Frame

The selected tasks and activities are listed chronologically so that the flow of implementation is logical and can be monitored by individual school counselors as well as by building guidance program staff leaders. The time frame is then specified, reflecting initial commitment to when the tasks will be accomplished.



COUNSELOR PROFESSIONAL DEVELOPMENT PLAN

School: **H & G Middle** Date: **7-27-9Y**
Name: **Bee Counselor**
Principal/Head Counselor signature: ______

USE A SEPARATE FORM FOR EACH COMPETENCY AREA
Targeted Competency Area: Small-Group Counseling Techniques
Objective(s): Session planning for goal attainment

PLANNING (To be completed by 7/31)			**EVALUATION (To be completed by 6/1)**		
Description of Tasks/Activities	**Time Frame**	**Evidence of Accomplishment**	**Actual Completion Date**	**Verification of Accomplishment**	**Level of Accomplishment (1–5)**
Review text and notes from counseling techniques class	8/15	Brief notes	8/13	Note cards	5
Attend two-day workshop on group counseling	10/1 + 2	Handouts	10/2	Handouts	5
Observe DK counselor conducting her groups	10/15	Written confirmation	10/21	Handouts	5
Invite Head Counselor to provide Clinical Supervision	11/15	Scheduled date	3/13	Feedback form	5

Overall Assessment of Achievement: ① ② ③ ④ ⑤
(not achieved) (fully achieved)

Counselor's Signature: BC **Principal's / Head Counselor's Signature**: HC **Date**: 5/12/9Y

FIGURE 6-4

Evidence of Achievement

The final piece of the action plan that is developed at the beginning of the year is the proposed evidence of achievement of each of the identified tasks or activities that school counselors provide for themselves and for their building guidance program staff leaders. These should be simple to get and not so burdensome as to become ends in themselves (e.g., agendas from sessions, syllabi from coursework, library card notations). Except for school counselors who need such structure and control, the purposes of these pieces of evidence are to measure progress and to provide opportunities for further encouragement. For those who need more direction and control by the staff leader, the latter may want to ask for evidence that reflects the depth of the school counselors' participation in the tasks or activities. For example, reviewing the notes they have taken in the coursework or workshop or asking them to present ideas learned to other school counselors provide more extensive evidence of achievement of learning than the evidence of attendance mentioned previously.

Commitment to professionalism goals and their related action plans culminate in conferences between school counselors and building guidance program staff leaders. The purpose of these conferences is twofold: to affirm the commitments of school counselors and to provide them with the support of their staff leaders. As it is their primary responsibility to implement, school counselors present tentatively completed plans to their building guidance program staff leaders. The approach staff leaders take, the roles they fulfill, and the strategies and behaviors they use in the conferences, and throughout the process, are guided by their analysis of the assessed professionalism levels and needs of each school counselor. Signatures are recorded that document the commitments and the discussion. On the form in Figure 6-4, the signatures indicating completion of the plan are in the upper right-hand corner.

Actual Completion

Implementation of the action plan ensues for the rest of the school year. School counselors are primarily accountable for its accomplishment and seek the assistance of staff leaders as needed. Through the developmental supervision element of the supervision component of the performance improvement system (discussed in Chapter 7), building guidance program staff leaders provide needed assistance to school counselors in implementing the plan and achieving the goals. Monitoring includes recording by school counselors of actual completion dates and verifications of achievement on the form, and periodic checks by staff leaders of the accomplishment of planned tasks and participation in the planned activities, and checking of the pieces of achievement verifications. Periodic formal update conferences are recommended. Mid-year is a good time for most school counselors who seem to be making appropriate efforts and progress. More frequent conferences may be needed by some school counselors who do not appear to be accomplishing their plans or achieving their objectives.

Assessment of Level of Goal Attainment

The goal-setting process for one year may end at the end of the school year with school counselors assessing their own levels of plan implementation and goal attainment and reviewing those with their staff leaders. Both aspects of the plan are assessed and credit is given for the *efforts* made as well as the *results* achieved. Signatures are recorded (on the sample form in Figure 6-4, across the bottom) verifying agreement as to the assessment of action plan accomplishment and achievement of the results sought in the objectives. This assessment should have a direct link to performance evaluation, as discussed in Chapter 8.

It is our belief that neither negative impact on a school counselor's evaluation nor disciplinary action should result as a consequence of not achieving a goal or fully accomplishing a plan, unless noncompletion is a recurrent pattern for an individual. Risk taking is an important aspect of learning and development. Negative consequences for overreaching one's grasp only results in shorter grasps in the future. If the goal seemed appropriate at the beginning of the year, and it turned out to involve too much, take an inordinate amount of time, or be too complicated to implement, there should be no harm done in redefining the goal. Ideally, reclarification occurs at the time of recognition of the scope of the problem; but that varies depending on the issue and the resources available. If, in accomplishing an action plan, school counselors made the efforts committed to, and still goals were not achieved, full credit should be allowed. If the action plan was not accomplished for good reasons (e.g., a workshop was canceled, the school counselor had a death in the family), these should be taken into consideration as well.

It is always remembered that professionalism enhancement is a life-long, developmental process. The goal attainment conference provides the first opportunity for school counselors and building guidance program staff leaders to consider appropriate professionalism enhancement goals for the next school year. Thus, the goal-setting process is an additional source for data to support selection of goals.

If the Building Guidance Program Staff Leader Is Not a Professional School Counselor

For professional generalist school administrators who have responsibility for promoting the professionalism of school counselors, some of the work entailed requires heavy reliance on specific knowledge and training in the counseling profession, and some relies on administrative skills used with professional staff members regardless of discipline.

Being knowledgeable of the standards of professionalism for school counselors and being able to apply these standards in assessing levels of guidance and counseling competence require guidance-related training. Therefore, to perform these functions adequately to their purpose, generalists are recommended to subcontract these functions to school counseling professionals. School counselors who have been assessed as fitting the Professional Counselor category are able to help those whose professionalism is not as well developed. As mentioned earlier, they are particularly effective with school counselors labeled as Unfocused Counselors. They also may be effective with Impaired Counselors as the latter seek to improve their competence levels. The help of school counselor educators from local university training programs or regionally based guidance consultants may be enlisted to attend to those who need to enhance their commitment levels as well as their competence levels. School counselor educators and guidance consultants have the professional expertise needed to assess the professionalism levels of all four categories.

Working knowledge of relevant methods and resources for assisting school counselors enhance their professionalism levels may be acquired by participation in guidance-related training on those topics. The functions that rely on the school counselor-appropriate methods and resources may also be subcontracted to professional school counselors.

Professional generalist administrators have sufficient understanding of levels of professional commitment to provide assistance themselves to those seeking enhancement in that dimension. Effective generalist administrators have the needed background and skills to identify staff members' needs and nurture their motivation. Establishing and maintaining relationships conducive to promoting development are also part of the competencies brought to any administrative position. The recommended goal-setting and action-planning process is used and useful with all categories of professional staff members, and can therefore be applied by administrators with school counselors.

A Summary and a Look Ahead

This chapter has suggested a method for promoting school counselors' levels of professionalism. The goals of these efforts include helping school counselors work at optimum levels for the students' and other program clients' benefit—to work for "causes beyond themselves." The goal of the process of assessing needs, nurturing growth, and setting specific growth objectives is to increase the autonomy and control of school counselors for their own professionalism enhancement.

Building guidance program staff leaders bring their own competence and commitment levels to implementation of that process. A fully implemented performance improvement system provides the structure for the activities that are entailed in implementing the process. Job definitions, as described in Chapter 5, clarify specific expectations for and applications of individual school counselors' professionalism. Goal setting for professionalism enhancement, as described in this chapter, provides focus for school counselors, helping them target their energies as they work to improve their performance. The other two components of the system, professional supervision and performance evaluation, include activities that further clarify appropriate direction for performance improvement.

Supervision provides resources aimed at enhancing the professionalism of individual staff members. It is individual-specific and, when done right by guidance program staff members and their leaders, is the result of careful analysis of personalized data. In the next chapter, the applications of clinical, developmental, and administrative supervision in the school setting are described in some detail.

Performance evaluation, described in Chapter 8, provides school counselors with summative conclusions and recommendations for further professionalism enhancement. It incorporates all of the data gathered and recognizes all of the efforts made and not made by school counselors as they mature in their profession.

Chapter 7

Supervising School Counselors and Other Guidance Program Staff Members

Competencies:
Applies technical competencies of education
Applies technical competencies of school guidance and counseling
Applies technical competencies of supervision
Communicates clearly
Maintains a caring atmosphere

AS SUGGESTED IN PREVIOUS CHAPTERS, supervision is an effective means for enhancing school counselors' professionalism. Indeed, there are data available indicating that without continuous professional supervision, the skill level of counselors decreases (Wiley & Ray, 1986, cited in Borders, 1989). As described in Chapter 5, supervision is one component of the performance improvement system, and it emphasizes building guidance program staff leaders' supervisory role, as defined in Chapter 2. The targets for supervision are specific to each staff member's defined job. Heavier supervisory emphasis is usually given to the areas prioritized in goal setting for professionalism enhancement, and supervision activities provide data to support fair performance evaluations. Supervision activities occur throughout the year.

Effective supervision is defined as a "process of mutual inquiry . . . based on the assumption that change is best accomplished when individuals and groups are free to look critically at what they are doing" (Gitlin & Price, 1992, p. 61). Thus, supervision entails building guidance program staff leaders providing databased feedback to school counselors, allowing them to compare and contrast their performance with professional standards. The application of three kinds of supervision has been found to be most effective within comprehensive school guidance programs with professional school counselors (Barret & Schmidt, 1986). Thus, the supervision model described in this chapter distinguishes clinical, developmental, and administrative supervision.

Building guidance program staff leaders provide supervision directly for school counselors and for other guidance department staff members and indirectly for other building staff members when they fulfill roles in the guidance program. The staff's needs for supervision vary not only with the quality of their performance but also with the quantity of time they work in the program. Building guidance program staff leaders' responsibilities to volunteers who come into the building one time per year are a lot less than to the paraprofessionals who work in it full time.

After discussing what building guidance program staff leaders must know and be able to do to provide meaningful supervision, this chapter describes how they provide clinical, developmental, and administrative supervision to professional school counselors. Following that is a discussion of ways to provide supervision to the other guidance department staff members and to other school staff members in their fulfillment of guidance program responsibilities. Next, the chapter describes procedures used by building guidance program staff leaders in managing the supervision component of the performance improvement system. Finally, suggestions are provided as to ways various supervision activities can be provided for school counselors if building guidance program staff leaders themselves are not professional school counselors.

Bases of Supervision

Challenges

Building guidance program staff leaders provide three kinds of supervisory activities for large numbers of staff members, presenting a wide range of professional developmental issues and posing a wide array of needs for professionalism enhancement. Supporting school counselors' growth and change challenges the professionalism of supervision providers in many ways. They are challenged to build relationships that are at once professionally intimate and yet objective. They apply their counseling skills in supervision activities but are cautioned against becoming counselors to their supervisees. They are to be knowledgeable about various theoretical orientations from which counselors operate in order to provide educative experiences without imposing their own orientations on supervisees. They are responsible for assessing and intervening with professional colleagues to nurture their development, yet they must recognize that the primary responsibility for development belongs to the individual staff member. Regardless of whether the supervision activity is clinical, developmental, or administrative, some guidelines apply regarding the situation in which supervision occurs; the knowledge, skills, and attitudes that support supervision; and the modes and foci of responses used by building guidance program staff leaders in supervision activities.

The Supervisory Situation

As defined by Loganbill, Hardy, and Delworth (1982) and applied in the model presented in this book, supervision requires "an intensive, interpersonally focused, one-to-one relationship in which one person is designated to facilitate the development of [professional] competence [and commitment] in the other person" (p. 4). To be meaningful, supervision activities are conducted by building guidance program staff leaders who are not only competent as school counselors but also committed to the profession. Supervision is best provided by building guidance program staff leaders who have direct responsibility for school counselors and other guidance program staff members and who have direct access to their supervisees. Because supervision activities target staff members' conduct of guidance program activities and specific student cases, they occur at the building level. Thus, ideally, supervision is provided by building guidance program staff leaders.

However, where the building staff does not include someone with either the school counseling or the supervision competencies needed for one or more of the three kinds of supervision suggested, different supervision arrangements may be made. For example, in many school districts, elementary school counselors are led by guidance program staff leaders who serve school counselors in several buildings. These leaders, often holding such titles as "elementary counseling supervisors," provide clinical or developmental supervision or both. School counselors with specialized expertise, such as substance abuse prevention or special education, may be supervised by an expert in their specialty who serves these specialist counselors in all buildings in a school district. School districts that hold induction of new counselors as a high priority may provide a variety of individuals to fulfill supervision functions; for example, district guidance program staff leaders may provide developmental supervision and peers may provide clinical supervision. In cases of providing supervision for school counselors with low or high levels of professionalism, more than one supervisor might be provided; for example, highly effective school counselors from the same or different buildings might provide clinical supervision for the impaired counselors, whereas district guidance program staff leaders might provide administrative supervision along with building guidance program staff leaders.

As discussed in an earlier chapter, a major difference between school-based guidance program staff leaders and practicing school counselor supervisees and university-based supervisors and counselors-in-training supervisees is that the latter relationship is short term, whereas the former is long term. During a school counselor's assignment in one school or district, multiple opportunities for supervision occur over several or many years. Typically, the relationships are full and there is ample time for supervisors to work patiently with school counselors on long-term goals. On the other hand, it is essential that the relationship be as healthy as possible. As Bernard and Goodyear (1992) stated, "being accepted and feeling psychologically safe are necessary ingredients for productive supervision" (p. 161). Thus, for building guidance program staff leaders to fulfill their supervision roles and responsibilities effectively, they must continuously attend to the quality of the relationship as it provides the context for supervision. Building guidance program staff leaders who are new either in the leadership role or to a staff group are cautioned to concentrate on relationship development first and on providing professional criticism second.

Basic Supervisor Knowledge

Both counseling supervision and instructional supervision literature that support the knowledge base of school counselor supervision are expanding. To fulfill the supervision role effectively, building guidance program staff leaders are knowledgeable about and skilled at the purposes and procedures of various supervision activities as well as the wide variety of school counselor activities. As outlined in the "Standards for Counseling Supervisors" (Association for Counselor Education and Supervision, 1989), building guidance program staff leaders are effective counselors as well as effective supervisors. They must know the professional standards on which counseling practice rests, including knowledge of counseling process skills, client assessment and case conceptualization, and relationship development and implementation.

They know current, relevant theories of counseling, instruction, and psychology. Knowledge of theory supports not only their own implementation of supervision and counseling practice but also their capacity to relate meaningfully with their school counselor supervisees. For supervision to be meaningful, it is not necessary for the supervisor and the counselor to hold the same theoretical orientation for their work, but it is a supervisor's responsibility to understand the application of other orientations well enough to be able to provide supervision within that context. It is a school counselor's responsibility to use a theoretical orientation that fits school counseling practice and to be able to articulate it and the rationale it provides in various situations.

In the supervision role, building guidance program staff leaders are helpful to their supervisees in as much as they provide them with useful conceptual frameworks on which school counselors build their understanding of their myriad clients. School counselors serve a wide range of clients (e.g., students, parents, teachers, and administrators) with varying levels of need (e.g., for developmental interventions as well as preventive or rehabilitative interventions). Having conceptual frameworks within which to efficiently assess and serve this range of clients is critical to the effectiveness of school counselors.

School counselors' supervisors are also knowledgeable about and encourage their supervisees to be knowledgeable about new ideas and techniques. They keep current through reading journals and using other professional development resources.

Basic Supervision Skills

Supervision activities require a range of skills. Whether fulfilling the supervision role through such functions as teaching, coaching, consulting, mentoring, or counseling, staff leaders draw on instructional and counseling skills. Whether conducting supervision individually or in groups, they rely on effective communication skills. Whether providing clinical, developmental, or administrative supervision activities, they draw on skills needed in the data-gathering/analysis/feedback cycle that is the essence of the supervision process (Borders, 1991a).

Instruction and Counseling

Examples of instructional and counseling skills used across supervision activities by all competent building guidance program staff leaders include assessment (as fully described in Chapter 6), teaching, individual consultation and counseling, referral, and small-group processes. Although these skills have been developed in their previous (and continuing) work with school students, their applications in supervision are quite different in that supervisors' "students" are school counselors and other adult members of the guidance program staff. Even though school counselors are adults with various learning needs and styles (as discussed in Chapter 6), they learn most when that learning builds on their life experiences, teaches them practical skills, and facilitates their critical thinking capacities. Like other supervisees, school counselors in supervision appreciate competent and appropriate assistance in the exploration of personal growth issues. They prefer that competition not be set up among themselves. Building guidance program staff leaders find that their groups of supervisees evolve through a series of stages, not unlike those of their student groups, and, as described by Holloway and Johnston (1985), that these stages reflect the members' developmental levels and, in the model described in this book, their levels of professionalism.

Communication

Supervision is a helping process and as such requires excellence in communication skills. Such basic communication skills as paraphrasing, concrete description, succinctness and clarity, and sorting out facts and feelings are required. Listening is also a critical skill. As with effective counseling and teaching, in supervision activities building-level guidance program staff leaders "should talk no more than 50 percent of the time" (Harvey, 1995, p. 6). Supervisors need to avoid overcommunicating, be able to confront staff members effectively, and avoid emotionality as much as possible. Professional detachment is critical to effective communication with staff members.

Data Gathering, Analysis, and Feedback

Supervisors must "be observant of their own and other's behavior . . . and to describe and characterize these behaviors using the [standards of the profession]" (A. Ellis & Macrina, 1994, p. 11). Although their applications vary in different supervision activities, some of the skills required of building guidance program staff leaders in data gathering, analysis, and feedback are basic. The special applications of these within the three kinds of supervision are described later in this chapter; the basic skills are discussed here.

Data Gathering

Data gathering regarding school counselors' and other staff members' professionalism includes using data sources similar to those used in gathering information regarding students. Although it should not be exhaustive, data gathered must be sufficient to provide both supervisor and supervisee complete and accurate pictures. One purpose of using data in supervision is for the supervisor and supervisee to work from the same picture.

Much information comes on paper, from other people, and from the supervisees themselves. In the conduct of supervision activities, however, the use of firsthand data is most effective. Thus, data gathered for supervision are based on direct observation of the supervisee by the supervisor in the performance of their job. Observations are made from neutral, unbiased perspectives; that is, building guidance program staff leaders do not gather data solely to support a predetermined position.

On the other hand, the planned use of data dictates to some extent what needs to be observed. Information gathered through observation for use in clinical, developmental, or administrative supervision varies. A. Ellis and Macrina (1994) summarized four ways information gathered through observation are used by effective building guidance program staff leaders: observation without judgment, whereby observation is a means of gathering data that can be reflected on and judgments made; observation for distinctiveness (identifying uniqueness and differences vs. commonalities); articulation of what has been observed; and observation of what is currently occurring. Indeed, they emphasize the point that "observation and reflection are activities of the present geared toward engendering awareness" (p. 12). The focus of supervision activities is not on what occurred in the past (as performance evaluation is) or what might occur in the future (as goal setting is).

Data Analysis

Having gathered the right data in the right amounts, building guidance program staff leaders skillfully analyze the information. By definition, analysis entails sorting the data and breaking the whole into its parts. In the case of supervision activities, it also entails applying the data in comparisons and contrasts with professional standards, leading to the identification of strengths and weaknesses. Also, analysis entails selection of the right data to be used in presentation of the data—in the case of supervision, the feedback to the supervisee.

Feedback

With the data gathered and analyzed, all supervision activities require the provision of feedback from the supervisor to the supervisee. By definition, *feedback* is "the return of a portion of the output of a process to the input" or "the return of information about the result of a process" (*American Heritage Dictionary*, 1982, p. 495). In supervision, building guidance program staff leaders use gathered data to describe (i.e., "return information") to their supervisees about how aspects of their professional performance (i.e., their "output") are perceived or what effects they cause. The possible purposes of feedback in supervision are multiple (e.g., to help the receiver perform better, solve a problem, improve a relationship, be more motivated) and vary from clinical to developmental to administrative supervision.

Although the style of this presentation varies according to that of the supervisor in consideration of the supervisee's needs as identified through the process suggested in Chapter 6, many "basics" to effective use of feedback in supervision have been described (Bernard & Goodyear, 1992; Glickman, Gordon, & Ross-Gordon, 1995; Sergiovanni, 1984). We only summarize the essence here.

Within the context of professional supervision, feedback supports the provision of *constructive criticism*. It is most effective when it is planned and given carefully, considerately, clearly, and constructively. To be meaningful in the work context, feedback is based on standards. It is descriptive (i.e., is specific and based on accurate and relevant information). In providing feedback, as compared with expressing evaluative judgments, building guidance program staff leaders focus on facts and not supposed causes or intentions. They strive to make no assumptions. Thus, feedback is provided from a position of professional detachment, in straightforward language. Regardless of the professionalism level of the supervisee, it is not appropriate for building guidance program staff leaders to use threatening or inflammatory language.

A somewhat standard formula for providing feedback in supervision is to describe the situation as observed, the behavior of the supervisee in that context, and the results of that behavior. Feedback is best when communicated as the supervisor's perceptions, using "I" statements. It targets behaviors and not the person, addresses things that can be changed, and is given in amounts that can be managed. Feedback is provided consistently and continuously and is about a range of activities performed by the supervisee. Both positive and negative perceptions are food for feedback. In fact, confronting blind spots and resistances of supervisees is one of its most important uses.

Feedback is given at appropriate times and at times as close to actual events as possible. It occurs in appropriate places. The receiver needs both the time and place for response, whether positive or negative. Positive responses to feedback are recognized by supervisors. Defensive responses are also managed. In either case, it is important that the supervisee understands the feedback. If the feedback is negative, school guidance program staff leaders are responsible to commit to helping their supervisees in their improvement efforts. A goal is to end a negative feedback conference on an upbeat, positive note, thus minimizing hurt feelings.

Basic Supervisor Attitudes

The attitudes and values that support good counseling also support good supervision. Some of these receive frequent attention in the supervision literature and are highlighted here. More effective and better appreciated are supervisors who value supervision, maintain professional detachment, provide for mutuality, respect supervisees, are open to input, and are effective in cross-cultural situations.

Value Supervision

The more both supervisor and supervisee value supervision, the more effective the activities are. When building guidance program staff leaders and others who assist with the provision of supervision know, feel, and express the value of supervision as a personalized, individualized, tailored means for nurturing professionalism, those benefiting from their leadership and their supervision are also more likely to value it as such. Enthusiasm is contagious.

In addition, when high priority is placed on supervision activities by building guidance program staff leaders, so it is with the staff members. Beyond stating that it is important, the priority of supervision activities is conveyed by the seriousness with which supervision activities are conducted. Handling each supervision activity with integrity communicates a lot to subordinates. Handling activities with integrity means conducting them as they are meant to be conducted, relying on the research and other literature that details how various activities are best done. (Some of this is described later in this chapter.) As with counseling activities, priority is also conveyed through the amount of time that building guidance program staff leaders allocate to supervision activities. Establishing set times for supervision activities and meeting those commitments speak a different message than when they are frequently canceled or interrupted.

Professional Detachment

Maintaining an appropriate degree of professional detachment is important in all of the activities that constitute a performance improvement system, but maintaining an objective perspective is especially key to successful supervision. As Borders and Leddick (1987) suggested to new counseling supervisors,

> consider supervision as a matter of roles rather than of superiority at counseling. Although you may often have more counseling experience than your supervisees, this will not always be true. . . . [Y]ou can still be an effective supervisor regardless of the relative counseling competency of you and your supervisee. A supervisor is one who usually has a different perspective . . . [and] can remain more objective. (p. 2)

Effective staff leadership in general and supervision in particular rests on the belief "that people are responsible for their own growth, and that meaningful and lasting change must start from the inside and work its way out" (A. Ellis & Macrina, 1994, p. 11). Thus, effective practices are reinforced and ineffective practices are treated as learning experiences. As Covey (1991) stated, "let natural consequences teach responsible behavior" (p. 128). And, on the other side of the relationship, supervisees appreciate it when supervisors are able to and do admit mistakes, apologize, or ask for forgiveness when situations warrant it. Maintaining professional distance also protects supervisors from being drawn into arguments or other strategies used when supervisees react defensively or resistantly. With supervisors' emphasis on helping the supervisee, they also avoid using supervision time for expressing or working on their own personal issues.

Mutuality

Recognizing that professionalism enhancement belongs to the individuals enhancing themselves and that the building guidance program staff leaders' responsibilities are to assist them supports the mutuality desired in most supervision relationships. For supervision component activities to work most effectively, there is mutual establishment and reestablishment of the supervision contract. Not necessarily a written one, this contract identifies the supervisee's goals for supervision and clarifies the supervisor's role and relationship guidelines as well as discussing the purposes, goals, techniques, rules of procedure, and limitations of supervision (Upchurch, 1985). Or, as Covey (1991) stated more succinctly, it is important for supervisor and supervisee to "agree on the limits, rules, expectations, and consequences" (p. 126) of supervision. Although supervisors are also held accountable for supervisees' performance, they cannot control it completely. Thus, the basic question is, "What can I as your supervisor do to help you do your job better?"

Covey (1991) also identified "three big mistakes" (p. 128) that building guidance program staff leaders often make in trying to influence staff members: They advise before they understand; they attempt to build/rebuild relationships without changing conduct or attitude; and they assume that good example and relationship are sufficient. Each of these mistakes rests on a void of mutuality. Premature advice is often based on incomplete information. Understanding results from discussing ideas. Relationships improve through expanded understanding and respect, not through good intentions or empty phrases. Faulty assumptions change through the exchange of new or additional information that is provided overtly, not through underexplained behaviors or unexpressed feelings.

Respect

In any healthy helping relationship, leaders demonstrate respect for individuals. Building guidance program staff leaders provide the most effective supervision when their attitude toward others is one of interest and concern and is based on the assumption that the others in relationships are acting in good faith. Respect is demonstrated in subtle and not-so-subtle ways, including being trusting and trustworthy, being encouraging, and holding high standards. The range of demonstrations goes from such concrete behaviors as respecting supervisees' personal time to such intrapersonal abstractions as respecting supervisees' values that differ from one's own. A characteristic of supervisors that is not appreciated is that of encouraging—or, worse yet, mandating—conformity. Obviously, but worthy of mention, lack of respect is demonstrated through personally demeaning overt and covert attitudes, such as those behind sexual harassment, sexist language, privacy violations, and other forms of intolerance of personal differences.

Open to Input

Mutuality and respect for individuals lead almost naturally to leaders being open to input. This is particularly true in supervisory relationships. As described earlier, supervision is an influence process. Covey (1991) simplified this point by stating that one way for leaders to influence their subordinates is to "be influenced by them first" (p. 124). For supervision activities to be optimally effective, supervisors seek feedback from supervisees about, for example, supervision experiences and about the feedback they received. For building guidance program staff leaders to be optimally effective supervisors of school counselors, they seek continuous improvement of their supervision competencies. Good data to support their goals come from supervisee feedback.

Cross-Cultural Effectiveness

To participate in supervisory situations that call for cross-cultural effectiveness, building guidance program staff leaders recognize the possible impact of cultural issues and dynamics, respect supervisees from cultures different from their own, and take responsibility to address cross-cultural issues influencing the supervisory relationship and the practices of the supervisee. Here, we limit our discussion, in accord with Leong and Wagner (1994), to situations in which "cross-cultural counseling supervision [includes] a supervisory relationship in which the supervisor and the supervisee are from different [racial or ethnic] groups" (p. 18). The basic ideas, however, are transferable to other cultural differences.

Possible Impact

Because of the intimate nature of the relationship needed for effective supervision and the individualized, in-depth nature of supervision activities, the possible impact of cross-cultural issues needs to be recognized and addressed. D. A. Cook (1994) cautioned that

> The unspoken assumptions regarding race and the cultural influences of the individuals involved in supervision may affect every aspect of supervision, including . . . assignment of clients, conceptualization of clients and treatment planning, recommendations for client referrals and evaluation of supervisees. (p. 138)

In their review of research, Leong and Wagner (1994) identified recurrent problems in cross-cultural supervision situations: avoiding cultural issues and discussion thereof, overcompensating for previous prejudice or denial of issues, overdepending on representatives of cultures different from their own for cultural awareness, overinterpreting the influence of culture, underinterpreting the influence of culture, and fear of labeling. As with other blind spots and biases, to fulfill well the supervision role, building guidance program staff leaders work diligently to identify these problems on a conscious level and to act appropriately in the situation.

In his article on "Cultural Factors and the Counseling Process," Coleman (1995) cited Sue and Zane (1987), who suggested that a

> way to conceptualize the impact of cultural factors on the counseling process is to focus on how counselors and counselees give meaning to their ethnicities, classes, or genders within the interaction. . . . The primary skill of a multiculturally competent counselor is to have the ability to recognize when issues of ethnicity or class may be interfering with the progress of the counseling and then be able to address those issues in a manner that allows him or her to facilitate rather than constrain the counseling process. (Coleman, 1995, p. 182)

By substituting supervision for counseling, we believe that this concept applies to our discussion. Cross-cultural issues in school-based supervision are defined as those that have meaning within the interactions between supervisor and supervisee. The cross-culturally competent supervisor recognizes when these issues interfere with the progress of supervision and addresses them to facilitate the supervision processes. More simply put, the issues are problems only insofar as they are such for either the supervisor or the supervisee. Second, the focus in addressing these problems is in terms of supervision or school guidance program practice.

Respect

As with other supervisor–supervisee differences, "Working successfully in a cross-cultural situation largely translates to respect, support, and openness to issues that involve culture" (Bernard, 1994, p. 165). In the context of school counselor supervision, building guidance program staff leaders relate with supervisees, first, as members of the school guidance program staff; second, as individuals; and, third, as members of special groups—with the third identity being addressed in supervision only as it presents itself in the context. Bernard and Goodyear (1992) made the point, with which we agree, that "The largest task is to avoid making careless assumptions about others" (p. 222).

Address Issues

The current thinking on working successfully in multicultural contexts entails addressing relevant issues, that is, raising issues and confronting them where they have or could have potentially negative impact on the effectiveness in the relationship. Bernard and Goodyear (1992) stated that "ignoring issues [which arise in situations involving relationships between members of dominant and minority groups] is indefensible" (p. 218). Much has been and is currently being written on these topics, which we will not readdress, but we will stress the importance of them. Myriad issues could be at work in a supervision relationship. "Ryan and Hendricks (1989) identified five differential characteristics [among ethnic or racial groups] that may become sources of conflict: cognitive orientation, motivational orientation, communication styles, value orientations, and sensory orientation" (in Bernard & Goodyear, 1992, pp. 210–211). D. A. Cook (1994) cautioned helping professionals to remain vigilant about the issues of domination and subordination in supervision. The effects of power differential are felt in supervisory relationships; they are also factors at work in cross-cultural relationships. A double-barreled effect is possible.

Supported by the bases of issue awareness and mutual respect, building guidance program staff leaders are encouraged to consider ways to address evident issues. "Relying on both developmental supervision models and racial identity development models, supervisors must understand the readiness of the supervisee to be challenged multiculturally, and choose fertile moments to do so. Furthermore, supervisees require support as well as challenge if they are to move forward (Johnson & Moses, 1988) on this issue as well as others" (in Bernard, 1994, p. 170).

Strategies used in confronting and addressing such sensitive issues require building guidance program staff leaders to discuss them openly. We have found straightforward discussions both with individuals and staff member groups sharing information and examples to be a useful means to surface and consider the issues at work. These conversations are not necessarily easy to lead, as most individuals are ignorant about some aspects of the cultural influences felt by others or are concerned about their blindness to their own prejudices. Supervisors who are committed to enhancing their own competence and that of their supervisees

> must be willing to withstand their own awkwardness and discomfort in dealing with race [and other cultural issues] as they [help] their supervisees to "break the silence" in revealing and openly discussing their "cultural identity attitudes." (D. A. Cook, 1994, p. 139)

In-service education that provides information regarding the needs of different subpopulations is essential for beginning to eradicate erroneous assumptions held by individuals. Leong and Wagner (1994) suggested a variety of other strategies that building guidance program staff leaders can use to enhance their own effectiveness in this area as well as that of their supervisees: encourage diversity among staff, explore cultural tensions within the school, understand their own worldview and seek to understand that of those who are of different cultures, assume a pluralistic philosophy, share cultural knowledge with and among supervisees, provide consciousness-raising experiences and experiences with relevant culturally different groups, and ensure that counselors use theories and apply standards that are relevant to the variety of racial, ethnic, socioeconomic, and other cultural groups served.

Supervisor Response Modalities

Select Responses

As was suggested in Chapter 6, building guidance program staff leaders are most effective when they consciously select approaches and emphasize performance improvement system component activities based on their assessment of their staff members' professionalism levels and individual needs. Within the supervision component, building guidance program staff leaders select supervision activities from among the three kinds of supervision that they anticipate will be most helpful to individual staff members, and within those activities decide what they can specifically do in response to staff members' performance to best facilitate their professionalism enhancement. Effective supervisors select the modality of their response depending on the professionalism level of the counselor, and they select the content focus of supervision depending on the mutually established goals for the supervision activity.

In selecting their responses within supervision activities, building guidance program staff leaders consider not only the supervisee's needs and goals and the content of the cases that provide the material for the supervision activity, but also those responses that will best serve or be least disruptive to their program's clients. At the nondirective, collegial end of the spectrum, supervision is a mutual endeavor aimed at the counselor's professional self-exploration and problem solving. At the directive, controlling end of the spectrum, supervision is led by the supervisor and involves prescriptions for the supervisee's actions. All supervision interactions provide both challenge and support for the supervisees.

In the schema described by Loganbill et al. (1982), responses by supervisors with supervisees fit into five categories: facilitative, confrontive, conceptual, prescriptive, and catalytic. Our experience supports their notion that these categories of supervision interventions are best applied according to the level of professionalism of the supervisee. Using our terminology from Chapter 6, counselors in the Professional Worker dimension of professionalism benefit most from facilitative interventions. Unfocused Workers benefit most from conceptual interventions; Disengaged Workers from confrontive and catalytic interventions; and Impaired Workers from prescriptive interventions.

Facilitative

Supervision activities done in the facilitative mode "foster a basic sense of security which is necessary for growth and development to occur" (Loganbill et al., 1982, p. 32). The goals of facilitative interventions are to reduce anxiety by conveying a basic sense of trust in the supervisee and their professionalism, and to provide opportunities for reflection and introspection. Counselors in the highest level of professionalism prefer to share ideas, discuss theoretical issues and case conceptualizations, consult on problematic issues, and have more to say regarding their own supervision wants and needs (Borders & Leddick, 1987, p. 29). These activities are those of developmental and administrative supervision. The premise is that, with nurturing, they will not only maintain their high competence and commitment levels but will also continue to develop them.

Conceptual

Supervision activities done in the conceptual mode develop cognitive understanding of guidance situations. They encourage the supervisee to think conceptually and analytically (Loganbill et al., 1982). The goals of conceptual interventions are to help the supervisee develop a conceptual framework and a set of consistent principles and generalizations to apply in carrying out their roles in the school guidance program. Counselors who are more committed than they are competent need to develop their theoretical orientations that support their practices, in order to give meaning to their experiences and to develop generalizations that apply to new cases similar to those already experienced. They benefit from analysis and focused consideration of their experiences. These activities are those of clinical and developmental supervision, as we describe them.

Confrontive

Supervision activities done in the confrontive mode "bring together two things for examination and comparison. A confrontation can be used by the supervisor . . . to highlight discrepancies within areas of the supervisee's functioning" (Loganbill et al., 1982, p. 33). They provide the means for disengaged counselors to identify inconsistencies in their own thoughts, feelings, and behaviors regarding themselves, their clients, or colleagues. The goal of confrontive interventions is to "create dissonance within the supervisee which may motivate change" (Loganbill et al., 1982, p. 33). "Confrontations" in supervision are not adversarial interactions, but rather call for the supervisor to maintain professional objectivity and respect for the individual staff member to facilitate the analysis of the identified discrepancy. Disengaged Workers are in Loganbill et al.'s (1982) stagnation phase of professional development, wherein they are often unaware of deficiencies and have become rigid in their thinking and other applications of their competence. Through confronting discrepancies and working through the dissonance, counselors in this dimension of professionalism find motivation to enhance their commitment levels. All three kinds of supervision provide opportunities for confrontive supervision responses.

Catalytic

Although any supervision activity is (one hopes) catalytic, those done in the catalytic mode have a similar purpose to those done in the confrontive mode: to help counselors become aware of blind spots or awareness deficits by raising their consciousness. The supervisor uses such strategies as "questioning, probing, exploring, or raising issues in key areas" (Loganbill et al., 1982, p. 35) to cause the supervisee to examine his or her thoughts, feelings, and behaviors. Such interventions are open-ended and have as their purpose to spur the supervisee's thinking and self-examination.

Loganbill et al. (1982) identified two aspects of counselors' work with guidance program clients that lend themselves to this mode of intervention: identifying appropriate goals for client progress and assuming a widened repertoire of roles to more effectively match clients' needs and program goals. Clinical and developmental supervision provide opportunities for catalytic supervision responses.

Prescriptive

In supervision activities done in the prescriptive mode, "the supervisor provides the supervisee with a specific plan of action for use in a particular situation" (Loganbill et al., 1982, p. 34). This approach is used when the supervisor is concerned for a client's welfare or when a supervisee is feeling insecure and needs to depend on the supervisor. Although dependency should not be fostered by a supervisor, impaired counselors need directive assistance as they struggle to upgrade both their competence and their commitment levels. Counselors at the lower levels of professionalism

> tend to depend on the supervisor for instructions and support. . . . They prefer direct teaching approaches such as didactic presentations, observation of the supervisor [or other expert] counseling a client, reading assignments, suggestions for appropriate counseling interventions, discussions linking theory and practice, modeling, and role-playing. (Borders & Leddick, 1987, p. 29)

All three kinds of supervision provide opportunities for prescriptive supervision responses.

The supervision role has been identified as being particularly effective with school counselors who are in the Impaired Counselor professionalism category, particularly if they are on their way out because of the stress associated with counseling. Sowa, May, and Niles (1994) found that one of the causes of stress and subsequent burnout in the counseling profession is the perception of lack of support. They recommend the provision of supervision and supervision groups "within the context of counselors' occupational settings to provide the resource of social support" (p. 27) in order to prevent or reduce burnout. Falvey (1987) suggested strategies for managing stress, some of which can be addressed through supervision. Depending on a supervisor's assessment of the causes or symptoms of burnout, supervisees who are needing to rekindle their professionalism can be helped individually to limit their workloads ("work smarter, not harder"), maintain balance in their lives, diversify their interests, be provided social support, offered constructive feedback and opportunities to rebuild team relationships. She, too, identified supervision—as well as the full use of all of the performance improvement system components—as an effective means of intervening in the burnout syndrome.

Support and Challenge

Regardless of the basic response mode selected by the supervisor as most needed by the supervisee, every supervision interaction provides a balance of praise and criticism, of encouragement and feedback regarding needed improvements, and of support and challenge. "Blocher (1983) described a 'developmental learning environment' that is characterized by challenge, involvement, support, structure, feedback, innovation, and integration. The supervisor provides a balance of challenge and support, of innovation and integration, in that environment" (in Borders & Leddick, 1987, p. 30). In the supervision role, effective building guidance program staff leaders avoid undue emphasis on evaluation and on supervisees' weaknesses and shortcomings. Rather, they provide analysis-based food for thought; that is, feedback on strengths as well as weaknesses, on effective as well as ineffective practices.

Supervisor Content Focus

Every supervision activity contains a wealth of material for supervisors and supervisees to consider. Effective supervisors not only consciously decide how they will approach and respond to supervisees but also what they will focus on in supervision interactions. Bernard's *discrimination model* (1979, Bernard & Goodyear, 1992) provides a useful delineation of basic content categories suitable for supervision discussions. She proposed three domains that represent the learning dimensions of a competent counselor and provide the foci for supervisory attention: process skills, personalization skills, and conceptualization skills. Process skills are those used in implementation of counseling strategies and techniques. Personalization skills are those used in developing and maintaining relationships with clients while maintaining professional detachment with colleagues and with supervisors. Conceptualization skills are the cognitive skills by which the supervisee understands the content of the session, what is occurring in the session, and the student's case; identifies patterns in the client, or chooses interventions. To help supervisees improve their competence levels, supervisors focus on these process, personalization, or conceptualization skills, whichever is most relevant to the supervisees' goals.

To help supervisees improve their commitment levels, supervisors use the continua of egocentrism-to-altruism and of defining values-to-acting on a value system. The commitment-targeted interactions of supervisors and counselors focus on helping the counselor move to the broader and deeper levels of commitment; for example, from interest in and advocacy for themselves, then for their clients, then for the profession; from adherence to ethical rulings, to discussions of the gray areas of ethical dilemmas, to articulation of ethical positions based on careful and courageous decision making.

An issue to be remembered by supervisors of school counselors is that they seem to prefer focus on the concrete, on tasks, and on techniques. Many believe that in-service training or workshops will meet their needs. Indeed, in their 1993 survey of practicing school counselors' preferences for supervisory style and focus, Usher and Borders (1993) found that

> In contrast with nonschool respondents, school counselors reported a stronger preference for the task-oriented style of supervision and, to a greater degree, desired a focus on specific skills and techniques. . . . In particular, school counselors may desire a teacher-supervisor who provides instruction about specific interventions. (p. 76)

School counselor supervisors, thus, are challenged to broaden school counselors' appreciation of the full range of supervision foci and activities.

It is encouraging that in a similar study conducted in 1994, E. B. Roberts and Borders learned that school counselors wanted various kinds of supervision once a month, and they preferred a range of supervision strategies from observation of classroom guidance, conferences, and self-reports to review of written plans, log reviews, and in-service reviews. Eighty percent of the responding school counselors selected professional development and professional support as their priority goals for receiving supervision. Sixty-six percent selected learning specific counseling skills as their priority goals. Fifty-nine percent wanted supervision to help avoid burnout, and 55% held learning to work with particular types of clients as their top priority. Sutton and Page (1994) found that school counselors in Maine rated the following three goals of supervision as most important: "taking appropriate action with client problems, developing skills and techniques, and formulating a treatment plan with long and short term goals" (p. 33). "Although skill enhancement frequently is the specified goal, the supervision process also encourages greater self-awareness and fosters an integrated professional and personal identity as a counselor" (Borders, 1991a, p. 253).

Providing Supervision to School Counselors

In the guidance program staff leadership model described in this book, we identify three types of supervision useful for school counselors: clinical, developmental, and administrative. In this section we define the three types and describe how each type is carried out.

Supervision Defined

Generically, the word *supervision* comes from "Lat. *super*, over + Lat. *videre*, to see" (*American Heritage Dictionary*, 1982, p. 1221). It connotes direct or first-hand observation. In both instructional and counseling supervision literature, commonality is found in that supervision is specific to each individual supervisee, even when conducted in groups. It includes data gathering and provision of feedback. In analysis, the data are organized according to standards set by the profession and the workplace. Supervision is most effective when it is ongoing, continuous, and consistent, and the supervisor and the supervisee have mutual purpose: the enhancement of the professional performance of the supervisee to benefit the program clients.

Authority for providing supervision stems from building guidance program staff leaders' legitimate power as the designated administrators and managers of the program and the department, and from their expertise power as experienced and highly competent professional school counselors. Both clinical and developmental supervision clearly rely on building guidance program staff leaders' professional leadership role, and administrative supervision reflects their administrative and management roles.

For effective supervision, building guidance program staff leaders and school counselors need to be clear about the relationship between supervision activities and performance evaluation. It is building guidance program staff leaders' ethical responsibility (Upchurch, 1985, p. 96) to ensure clarity of how these components are distinct (e.g., purposes, methodology, and leaders' approaches) and yet interrelated (e.g., both target professional performance). Supervision activities provide data to support fair performance evaluations; however, how data gathered and used in supervision activities apply to performance evaluation needs to be clearly spelled out by building guidance program staff leaders for school counselors. They need to be specific as to if and how they will relate information (either positive or negative) gathered in various supervisory activities to the summative evaluation.

Some experts believe that for supervision to be fully effective, it needs to be separate from evaluation (Glickman et al., 1995, p. 417). "In contrast to feedback [provided through supervision activities], evaluation is the determination of worth or value for the purpose of decision making" (Borders, 1991a, p. 253). Others see supervision as formative evaluation (Sergiovanni, 1984). Separating supervision from evaluation in school districts is difficult in that it entails supervision being provided by someone other than the performance evaluator. "These two roles *are* different: the supervisor educates and the evaluator judges" (Borders, 1991a, p. 254). In school buildings and districts, however, they are both provided by guidance program staff leaders assigned to lead school counselors in a building.

Definitions for the Three Types of Supervision

Although all three types of supervision contribute to enhancing the professionalism of school counselors, each type targets a different aspect of professionalism and uses different strategies in its conduct. To help distinguish between the three types, we define them in the following section. Then subsequent sections describe in more detail how they are conducted.

Clinical

Clinical supervision primarily targets counselors' technical competence in the fulfillment of their client-service roles (i.e., guidance, counseling, consultation, coordination, and assessment). The emphasis is on the competence dimension of professionalism, more specifically the clinical skills as they are used in the delivery of the program. It entails live observation of counselors' performance and provides staff members with in-depth feedback regarding the details of their professional practice as observed and assessed by building guidance program staff leaders.

Developmental

Although assisting school counselors to move to the next higher levels of professionalism—and, therefore "develop"—is the overall purpose of all of the activities in a performance improvement system, building guidance program staff leaders use developmental supervision strategies to assist counselors to intensify their level of professional commitment and to improve their conceptualization of students' developmental needs, counseling needs, and the content they provide to them. This type of supervision assists counselors grow and develop in either of the two professionalism dimensions, competence and commitment. It entails assisting them implement their goals for program improvement and professionalism enhancement and monitoring their levels of goal attainment. It entails providing vehicles for structured case consultation, for participation in in-service education, for professional affiliation and commitment, and for mentoring.

Administrative

Administrative supervision targets other job-related behaviors of school counselors. The emphasis is on the commitment dimension of their practice. Although it is preferable to provide this type of supervision with a positive attitude based on the belief that school counselors want to be the best professionals they can be, it does connote some of the traditional definition of supervision as "necessary to ensure proper behavior" (Gitlin & Price, 1992, p. 63). Basic professionalism required of educators includes the ability to exercise professional judgment well, make sound decisions and solve problems, and maintain good personal mental health. It targets counselors' adherence to ethical, legal, and regulatory standards; the effectiveness of their intra- and interprofessional relationships; and their work habits and attitudes.

Administrative supervision entails applying data gathered by supervisors from both direct and indirect sources. Administrative supervision strategies are used to assist school counselors to relate their behaviors to professional standards in addition to those for technical or clinical skills. Such standards include the ethical standards of the profession, the work ethic that applies to the school situation, and legal or regulatory standards. They include standards for professional relationships with other staff members and clients. Administrative supervision often applies in solving interpersonal and interprofessional problems. Administrative supervision strategies include conferences, staff meetings, and sharing leadership responsibilities.

How Each Supervision Type Is Conducted

What follows are descriptions of how each of the three types of supervision is conducted. For each type, we describe in more detail the target and purpose of the supervision activities, the standards bases, information sources that provide the data, and the strategies themselves. What each strategy is, how it is done, and the forms used to support it are described. The qualifications needed by the supervision providers are also discussed, and possible providers are identified.

Clinical Supervision

Targets

As defined in the "Ethical Guidelines for Counseling Supervisors" of the Association for Counselor Education and Supervision (1995), "clinical supervision includes the supportive and educative activities of the supervisor designed to improve the application of counseling theory and techniques directly to clients" (p. 270). Thus, for school counselors, clinical supervision targets the professional skills and processes used in the delivery of a building's comprehensive guidance program to or on behalf of students. The purpose of these activities is to enhance the technical competence of school counselors to provide guidance, counseling, consultation, assessment, and coordination of resources. Clinical supervision is one means of helping school counselors who seek to improve, for example, their instructional methodology in providing guidance curriculum or their small-group counseling skills in providing proactive responsive services.

Standards

The standards applied are those that describe effective professional practices, particularly those that describe the skills basis of the profession in specific behavioral terms. Parallel to descriptions of effective instructional methodology that emerged in the educational reform movement of the 1980s, systems that delineate effective practice in terms of competencies, indicators, and descriptors support clinical supervision for school counselors (Texas Counseling Association, 1991). The more specific the descriptors, the clearer the observation and resultant feedback regarding both expectations and suggestions for further skill development.

For example, Sexton and Whiston (1991) identified elements of effective counseling practice as evidenced through empirical research. They identified competencies most critical to the effectiveness of counseling as the "methods for establishing a relationship, structuring a session, and selecting interventions" (Sexton & Whiston, 1991, p. 348). They summarized indicators of an effective counseling relationship, citing such observable specifics as both the client and counselor being involved in a mutually interactive process. In the relationship, the counselor is empathic, warm, credible, and skillful. The counselor displays positive regard, inspires the client's confidence, uses questions, and encourages the independence of the client. In the relationship, the client is open, accepts the counselor, demonstrate a problem-solving attitude and capability, experiences a wide range of emotions, and maintains positive expectations for change. The counseling sessions are collaborative and focus on the client's presenting problem. Descriptors of each of these indicators would further depict what is expected. Some descriptors of empathic verbal behaviors, according to Cormier and Cormier (1991), are that the counselor shows a "desire to comprehend," discusses "what is important to the client," refers "to client feelings," and reflects and adds on to "implicit client messages" (pp. 22–23).

Data Sources

The primary source of data for clinical supervision activities is the observation of the actual delivery of program activities. Having and using procedural knowledge is a hallmark of a professional. "Development of procedural knowledge is the result of practice accompanied by feedback. . . . Becoming a counselor involves the translation of considerable amounts of knowledge into procedural knowledge" (Etringer, Hillerbrand, & Claiborn, 1995, pp. 9–10). Through clinical supervision, professionals are assisted in their "search for the gap between what they desire to do in their [professional procedures] and what they actually end up doing" (Gitlin & Price, 1992, p. 66). Or, as Glickman et al. (1995) stated, "If the goal of supervision is to enhance [counselors'] thought and commitment about improving [practice], observations should be used as a base of information to create an instructional dialogue between supervisor and" counselor (p. 239). Thus, clinical supervision for school counselors uses as its information base the observation of the application of their professional skills in activities that highlight the competencies targeted for improvement.

Strategy

As we define it, there is one primary strategy for providing clinical supervision for school counselors. This strategy borrows more from instructional supervision than from counseling supervision. In instructional supervision, "the model for conducting observations with teachers is relatively standard and accepted, and has a respectable research base. . . . [It] is derived from the pioneering work of Morris Cogan with supervisors of intern teachers at Harvard University" (Glickman et al., 1995, p. 287). The process is better conducted using live observations, but video- or audiotapes of activities are usable as well. Detailed self-reports of sessions by school counselors are a poor fourth choice. It is different from live supervision, defined in counseling literature as combining "direct observation of the therapy session with some method that enables the supervisor to communicate with, and thereby influence the work of, the supervisee" (Bernard & Goodyear, 1992, p. 88) during the session. Although clinical supervisors observe activities in person, they do not interrupt the process, except in cases when a client's welfare needs protection.

Activities

A five-step process of activities is prescribed for the school-based clinical supervision strategy (Henderson & Lampe, 1992): (a) preobservation conference, (b) observation, (c) data analysis and postobservation conference planning, (d) postobservation conference, (e) analysis of the postobservation conference. Each step contributes to the effectiveness of the process and should be taken with care.

There is evidence that live supervision increases the anxiety levels of supervisees (Costa, 1994), so too does live observation. In her review of the related literature, Costa (1994) summarized the causes for this increase of anxiety: "Fear of exposing one's personal and professional inadequacies, competitiveness with colleagues, resentment about assuming the learner role, difficulties in learning a new model of therapy, and awkwardness in performing new behaviors" (p. 31). She recommended that six guidelines be followed that fit the process steps recommended here: (a) negotiate a clear supervision contract (preobservation conference), (b) match method to supervisee developmental stage (observation focus), (c) directly address anxiety and fear (data analysis and postobservation conference), (d) use a collaborative supervisory attitude (postobservation conference), (e) create a positive evaluative focus (postobservation conference feedback), and (f) encourage independence (postobservation conference action planning).

PREOBSERVATION CONFERENCE. During the preobservation conference, supervisors set the tone for the entire clinical supervision experience. Clinical supervisors' selections of approaches that best match the supervisees' levels of professionalism have already been done. We have learned that if clinical supervisors have not yet gathered enough information to assess school counselors' professionalism levels, beginning with a collaborative approach offers supervisors the most flexibility in subsequent interactions with school counselors.

School counselors share the goals, objectives, and planned procedures for the activities to be observed, as well as contextual information relevant to the planned sessions (e.g., the number of the session in the series of events, what happened previously, and specific student issues). School counselors and clinical supervisors agree on logistics (e.g., the length of the observation, preferred location for the observer). Supervisors explain to the counselors what they will be doing during the sessions (e.g., writing a lot of notes). The degree of supervisor participation in the session varies with the students, depending on such things as the activity, the number of people in room for the activity, and the students' anticipated reaction to the observer. Supervisors are clear about how the data gathered during the observation will be used (e.g., for feedback purposes only, for recording and filing in the counselor's personnel file for use in performance evaluation, for filing in their own files, or for discussion only and then discarded).

Other ground rules of observations are mutually established: the counseling competencies being used (e.g., guidance or counseling), a review of the standards that apply in that role, the supervisees' goals for the clinical supervision round (i.e., what they hope to learn as a result of the experience), and the clinical supervisors' goals for the clinical supervision round (i.e., what they hope to help supervisees learn).

In any guidance program activity, much occurs. There is no way to observe and record everything. Clinical supervisors can only perceive a portion of it, so the more the focus of an observation can be agreed on ahead of time, the more meaningful supervision is likely to be. We have found Bernard's discrimination model (1979; Bernard & Goodyear, 1992) useful as a tool in choosing a focus for clinical supervision.

There are guidelines pertinent to different kinds of guidance program activities that need to be clear in advance of observations. In observing developmental guidance activities, for example, one should understand that many aspects of standardized teacher observation–assessment instruments are not routinely applicable to classroom guidance sessions. Goals for classroom guidance are more affectively than cognitively oriented. Guidance is typically more student-driven and open-ended than academic instruction. Observers consider that counselors use behavior management methods different from those of teachers. In observing counseling sessions, one must maintain sensitivity to ethical issues (e.g., confidentiality, rights to free expression, rights to privacy) and practice issues (e.g., the differences in roles and orientations of counselors and supervisors, especially if the latter are not professional school counselors). When counseling sessions are observed, the following should occur: (a) Observations should be scheduled; (b) the schedule should be set by counselors; and (c) if, during an observation, free expression, privacy, or other such ethical issues arise, the observation should be terminated. Both counselors and clinical supervisors have the right to terminate an observation in the best interest of students or families (Texas Counseling Association, 1991).

OBSERVATION. During an observation, clinical supervisors focus primarily on the school counselors' behaviors, although some notation of the impact of school counselors on clients is also important. Supervisors attend to the items agreed on in the preobservation conferences, unless something client-endangering comes up (e.g., misinformation). Supervisors are advised to remain objective and neutral during observations, and to avoid making judgments and analyzing data while in the process of collecting it. "Observation is actually the act of (1) noting and then (2) judging" (Glickman et al., 1995, p. 237). "The absence of judgment turns out to be a crucial aspect of reflection" (A. Ellis & Macrina, 1994, p. 13) and is reserved for the data analysis that occurs in the next step.

Observing, scripting, and notetaking are enough to occupy clinical supervisors' minds during observations of guidance activities. The details of the observation—the actions, words, and events—consist of the feedback provided and fuel the dialogues of postobservation conferences, the heart of clinical supervision. Recalling the interpersonal process is essential to effective clinical supervision; observers' notes of school counselors' words help trigger that recall both for supervisors and the supervisees. We have learned that supervisors' notetaking styles vary considerably.

DATA ANALYSIS AND CONFERENCE PREPARATION. The third step of the clinical supervision strategy entails analyzing the data gathered during an observation and preparing for the postobservation conference. Data gathered during observations are analyzed by (a) comparing and contrasting school counselors' performance with the performance standards for the role fulfilled by counselors during activities and (b) highlighting the items agreed on in preobservation conferences as targets for the clinical supervision round. Observers strive to identify patterns in school counselors' behaviors, actions, or methods that are likely to recur, which are seemingly typical behaviors for an individual. There may be a critical incident (e.g., threat to client welfare or error of content) that also needs to be discussed. Unless school counselors have erred in assessment of cases or the content of the sessions, this is not a time to diagnose the cases of the students. Clinical supervisors conclude the analyses by determining which of a school counselor's behaviors should be positively reinforced and which need to change and how. Supervisors also consider possible suggestions to make not only for what the changed behavior(s) would look like and result in, but also for how the changes might be accomplished.

Having thus reflected on an observation and concluded with objectives for improvements, clinical supervisors next plan for the postobservation conference. They again consider the approach to take that is most appropriate to the situation (i.e., whether to be nondirective/collegial, collaborative/conceptual, directive and informational/confrontive, or directive control/prescriptive). Whether to function as a teacher, coach, consultant, mentor, or counselor is also determined.

Not unlike effective counseling sessions, postobservation conferences are most effective when school counselors and clinical supervisors are both actively involved in the discussion. It is hoped that counselors as well as supervisors have reflected on what happened during the observed activity and have identified strengths and improvement targets. Supervisors are encouraged to allow their supervisees to do as much of the work as possible by asking questions to elicit school counselors' own judgments and to spur critical thinking. In anticipation of this, clinical supervisors identify pertinent questions to ask that will assist counselors' recollection and analysis.

POSTOBSERVATION CONFERENCE. The fourth step, the postobservation conference, brings school counselors and supervisors together for the discussion that is the heart of the clinical supervision process. The goals of these interactions are, first, to clarify school counselors' perceptions of events and the clients involved and, second, to analyze their own professionalism. Because clinical supervision is a time-intensive activity, an ultimate goal is for school counselors to become self-supervisors—to observe and analyze their own performance on a consistent basis.

The postobservation conference has two parts: "first describing what has been seen and then interpreting what it means" (Glickman et al., 1995, p. 238). Clinical supervisors may begin these conferences by providing descriptive feedback from the objective observer viewpoint as to what they perceived occurred. Supervisors are cautioned to "own" their own perceptions by using "I" messages. Although objectivity helps supervisors, there is so much going on in any given session that the perceptions of supervisors and school counselors will differ. Clinical supervisors may invite counselors to recall the session. In fact, it is usually interesting to compare contrasting perceptions of the actual events of the session and to, thereby, clarify school counselors' perceptions of the client(s) and of what occurred. The *interpersonal process recall* supervision strategy developed by Kagan and colleagues has been demonstrated to "increases counselor awareness of covert thoughts and feelings of client and self" (Cashwell, 1994, p. 7). Clinical supervisors end this portion of the conferences with better pictures as well. This repainting of an event sets the stage for the ensuing analyses. The more complete the picture, the richer the analysis.

Using the relevant standards, school counselors and clinical supervisors together analyze the effectiveness of the activities and performance of counselors. Strengths are usually discussed first. Then, alternative strategies or behaviors are considered for improvement targets. These conferences end with restatements of not only the plans for school counselors' performance improvements but also the strengths observed by the clinical supervisors.

ANALYSIS OF THE POSTOBSERVATION CONFERENCE. The final step of the clinical supervision process is the analysis of the postobservation conference. Clinical supervisors and school counselors separately reflect on the conferences. They may also meet together to jointly review and critique them. Clinical supervisors and school counselors review how they conducted themselves; what they thought, felt, and did; and the appropriateness of the approach taken and the function performed. Analyses of postobservation conferences are important in fostering the ongoing relationship between school counselors and supervisors—relationships based on mutual trust and respect—which should improve with every opportunity for clinical supervision.

If experiences are not as growth producing as desired (e.g., if one or both parties became defensive), each participant identifies why and what might be done differently in the future. It is also productive to analyze good conferences to understand the ingredients of effective professional dialogues. Hallmarks of effective conferences include the preservation of the professional integrity of school counselors, the clarity and openness of the discussions, balanced amounts of discussion time between clinical supervisors and school counselors, specificity of the feedback provided, and the relevance and realism of the future plans.

Forms

The use of forms to support each step is often helpful in clinical supervision. Examples of such forms are provided in Appendix I. Preobservation conference forms provide worksheets for recording the decisions made in this tone-setting conference.

During observations, forms are tools "for organizing and recording" different dimensions of performance (Glickman et al., 1995, p. 240). Some formats support the qualitative description of events. Forms that summarize the competencies, indicators, and descriptors of the particular counselor role (i.e., instruction, guidance, counseling, consultation, referral, and assessment) used in an activity facilitate not only the analysis of the data gathered in an observation but also the provision of feedback in postobservation conferences. (Examples are provided in Gysbers & Henderson, 1994, pp. 457–464.) Other forms support quantitative descriptions. L. J. White, Rosenthal, and Fleuridas (1993) suggested that single-case designs support accountability in supervision. By clearly and discretely defining a desired behavior to be done by supervisees, supervisors can count or otherwise record occurrences of that behavior and interpret the data with supervisees. Postobservation conferences are carefully planned. Forms or formats are helpful to supervisors as they anticipate their replays of observations, the strengths and weaknesses they wish to emphasize, and initial ideas they have for performance improvement targets for school counselors. Forms or formats for use by supervisors' supervisors in observing postobservation conferences may also be used by clinical supervisors and their supervisors to guide their reflections.

Configuration

In our experience, the best configuration for providing clinical supervision is on a one-to-one basis. It is accomplished with relative ease in the school work setting and allows for personalized supervision and attention. In most practicum and internship training arrangements, this type of supervision is provided by use of videotapes and the participation of the peer training group. This second model can also be used in school settings, although tapes do not provide as much data as live observations. Feedback in and by a group is less private than that provided by a clinical supervisor individually to a supervisee and involves interpersonal variables and situational dynamics that can enrich or dilute the process.

Providers

Clinical supervision is best provided by someone competent in school counselor roles and functions as well as in the practices of clinical supervision. Indeed, the primary power base from which to offer clinical supervision effectively is that of expertise in the technical skills of school guidance. Among the standards used in the various types of supervision, professional practice standards are the most fluid as we continuously learn about and improve our craft. Thus, to provide meaningful clinical supervision, supervisors keep current with developments in the profession. Having the required technical competencies is more important than being permanently situated in the same building as supervisees. In other words, although knowledge of the school guidance program and school community context is somewhat helpful, being able to provide feedback and suggestions for enhancing discreet aspects of professional competence is essential.

The best providers of clinical supervision are individuals with expertise in the same specialty as the school counselor being supervised: for comprehensive school counselors, supervisors with school counseling background; for specialist school counselors (e.g., substance abuse counselors), supervisors with the relevant specialty. The best clinical supervisors for school counselors are building guidance program staff leaders with professional school counseling backgrounds. Other possible providers are those with counseling background with some proximity to the school, such as district guidance program staff leaders, contracted clinical consultants (e.g., local counselor educators, licensed professional counselors, licensed psychologists), other available guidance administrators or supervisors (e.g., intermediate education agency counseling consultants), or state department of education counseling consultants. After education and training in the conduct of effective clinical supervision, school counselors who have earned their way into the professional counselor level of professionalism provide excellent peer supervision to their colleagues. Indeed, "peer assistance is effective because it is highly variable and adaptable to the individual educator's needs. It is controlled by the person being supervised, not by an evaluator; thus, risks can be taken" (James, Heller, & Ellis, 1992, p. 111).

Developmental Supervision

Targets

Clinical supervision targets the application of counseling theory and techniques with clients. Developmental supervision targets the cognitive and affective growth and development of school counselors as professionals. The activities of developmental supervision address both the competence and commitment dimensions of professionalism. Through these activities, school counselors are assisted to expand or deepen their knowledge base of the profession, the program and its clients, and their affiliation with the school counseling profession. The purposes of the various supervision strategies are to assist school counselors to move to ever higher levels of professionalism and to contribute to continuous program improvement; that is, to help Impaired counselors rekindle their competence and their commitment, to help Disengaged counselors commit more fully to their school counseling work, to help Unfocused counselors channel their efforts, and to help Professional counselors continue to enrich their levels of practice and professional affiliation. Using Loganbill et al.'s schema (1982), developmental supervision activities are particularly useful in facilitating school counselors' transitions through the stages of counselor development (i.e., stagnation, confusion, and integration).

Standards

The standards applied in developmental supervision are those of professionalism as defined by the school counseling profession, the school district, and the building in which the school counselor works, as well as those required for effective implementation of the guidance program as defined for the building, the school district, and the profession. The expectations range from continuous relevant cognitive development to ever-enhancing levels of commitment to the profession.

Strategies

Five strategies are useful in developmental supervision: assisting school counselors achieve their program improvement and professionalism enhancement goals, case consultation, mentoring, providing meaningful in-service education opportunities, and supporting professional affiliation. Each of the strategies is different in its objectives, activities, sources of information, and forms that support it. Their descriptions follow.

GOAL IMPLEMENTATION. School counselors set annual goals for program improvement and for their own professionalism enhancement. Building guidance program staff leaders not only guide their goal setting but also help school counselors implement their goals by monitoring their progress toward the goals during the year and helping them measure their levels of goal attainment at the end of the year. They provide support systems to school counselors in goal attainment.

As discussed in Chapter 3, program improvement goals are those determined in the context of overall program improvement. On the basis of the evaluations of the program, building guidance program staff members as a team identify needed improvements and set priorities that will bring their program closer to the program envisioned. Thus, guidance program improvement goals lead to the implementation of new or improved program activities or the displacement or streamlining of involvement in nonguidance tasks (Gysbers & Henderson, 1994).

As discussed in Chapter 6, professionalism enhancement goals are those determined in the context of an individual school counselor's specific job description. On the basis of feedback provided in supervision and performance evaluation activities, school counselors are challenged "not only to deeply examine their professional selves, but also to fashion individual development plans suited to their particular needs and situations" (A. Ellis & Macrina, 1994, p. 11).

Professionalism enhancement goals may be developed as a result of a process such as that suggested by Loganbill et al. (1982) in which counselors and developmental supervisors identify priorities among such supervisory issues as competence, emotional awareness, autonomy, theoretical identity, respect for individual differences, purpose and direction, personal motivation, and professional ethics. In this schema, priorities are established on the basis of the building guidance program staff leaders' determination of which stage (stagnation, confusion, or integration) the counselor is in with regard to each issue. Facilitating counselors' movement from Stages 1 to 2 holds priority over facilitating their movement from Stages 2 to 3.

For example, a priority issue for some school counselors is that they have stagnated with regard to respecting differences in individuals who are from cultures different from their own. An important professionalism enhancement goal for such counselors is to increase their capacity to work effectively with diverse populations. Bernard and Goodyear (1992) summarized the literature regarding strategies that result in breaking down some existing intercultural barriers and in surfacing issues that, when addressed, enhance counselors' cross-cultural effectiveness. These strategies are to develop a pluralistic philosophy; to acquire cultural knowledge; to increase cultural consciousness; to consult with culturally aware professionals while working with minority group clients for the purpose of further expanding one's cultural awareness, tolerance, and understanding; and to take opportunities of working collaboratively with individuals from different cultures for the purpose of deepening awareness of the sameness/difference issues inherent in multicultural relationships.

For our example, a school counselor in San Antonio, Texas, might establish a professionalism enhancement objective to expand awareness, tolerance, and understanding of economically poor Mexican American children. The individual development plan that might suit this school counselor would be to consult weekly with a colleague school counselor who was raised in the Mexican American culture about the impact of culture on specific counseling issues presented by students.

Building guidance program staff leaders' responsibilities do not end with helping school counselors establish goals and completing action plan forms (Appendix J) but rather include periodic discussions with counselors about implementation of their plans. In our example, perhaps on a monthly basis the developmental supervisor meets with the counselor and discusses the insights the counselor has acquired through the consultation process. Monitoring goal achievement effectively takes ongoing and systematic interaction with school counselors about their progress. Depending on the goal, dialogue with them individually or as part of staff group meetings provides opportunities for individuals to share their developments as they are happening.

Assessing goal attainment levels occurs at the end of the time period allotted in the action plan, usually the end of the school year. Two different assessments can be made. The first is an assessment of counselors' efforts to implement the steps in their action plans. The second is an assessment of the extent to which the counselor achieved the objective. In our example, the counselor might have fully implemented the action plan by consulting with the colleague counselor weekly for the entire school year. The judgment, however, as to whether the counselor is still stuck in a state of cultural unawareness or if there has been movement to or through confusion or integration is another matter. The ultimate responsibility for that determination rests with the counselor upon consultation with the developmental supervisor.

In addition to oral self-reports (such as those presented in dialogues), other sources of information that building guidance program staff leaders use to monitor action plan implementation and level of goal attainment are systems for noting the completion of steps on the plan form, written reports, notes, logs and calendars, and client satisfaction surveys.

The setting of the goals and plans and the discussions regarding assessment of plan accomplishment and goal attainment occur in individual conferences. Even if the topics are not sensitive, professional development is individual-specific and, as such, counselors deserve undivided attention from their developmental supervisors. The monitoring mechanisms may occur in different configurations.

CASE CONSULTATION. Understanding clients, conceptualizing their issues and strengths, correctly hypothesizing their problems, and selecting appropriate guidance interventions are difficult cognitive tasks. Effective counselors develop

> a parsimonious set of deep-level schemata that can be activated consistently to assist in conceptualizing individual clients. . . . [Inexperienced or ineffective counselors seem to use] a dynamic, shifting series of surface-level concepts descriptive of client characteristics and counselor activities. [They seem] to be influenced greatly by unrelated, detached information emerging from each separate counseling session. (Cummings, Hallberg, Martin, Slemon, & Hiebert, 1990, p. 132)

"Pattern recognition is developed through repeated presentations of examples with varying degrees of similarity" (Etringer et al., 1995, p. 10).

Discussions about cases among groups of counselors provide for "a supervision experience in which supervisees explore various ways of understanding and relating to clients. . . . The goal is to increase complexity and integration of case conceptualization skills" (Biggs, 1988, p. 247) not only by articulating cases of their own but also by hearing others' cases. Several dimensions of cases are often discussed: counselors' observations and inferences drawn from client data, counselor–client relationships, and the apparent problems and personalities of clients and related selection of intervention goals and strategies. To be most meaningful, counselors present cases about which they have questions or feel uncomfortable. "The case presentation model emphasizes the generating of questions, the critical reviewing of evidence, and the formulating of tentative judgments" (Biggs, 1988, p. 243).

As described by McAuliffe (1992), "in the case presentation approach, one counselor presents a single case, in detail, per group session. To promote critical thinking, the presenters have an active role. For example, they are asked to bring their questions about the case to the meeting and they are expected to present evidence for their judgments" (McAuliffe, 1992, p. 167).

To help the presenting counselor gather a model set of information about the case, and to ensure that the counselors hearing the case have sufficient information from which to consult, building guidance program staff leaders use standardized formats. An additional benefit to using a standardized format is that counselors become accustomed to the pattern of case presentation and can efficiently present and gather information. It seems to also lend itself to improved recognition of patterns of behaviors and characteristics of clients.

Stevens and Morris (1995) described a 14-component case conceptualization format. The case presenter discusses "background data, presenting concerns, verbal content, verbal style, nonverbal behavior, client's emotional experience, counselor's experience of the client, client–counselor interaction, test data and supporting materials, diagnosis, inferences and assumptions, goals of treatment, interventions, and evaluation of outcomes" (p. 84). It is atheoretical.

Murdock (1991) described a case conceptualization method that asks counselors to apply a well-developed theoretical orientation to the case, forcing them to higher levels of thinking skills about the case and about the theory they are demonstrating. "The counselor must translate the specific presentation of the client into theoretical terms. This process requires the counselor to carefully compare the client's presentation to the theoretical structure to be used" (Murdock, 1991, p. 360). In considering the following questions about a case, counselors not only analyze the case but also enhance their understanding of the theory. The questions case presenters and consultants consider are the following:

1. Do the details of the presenting problem fit the theory's postulates concerning psychological dysfunction? (p. 360)
2. How do other aspects of the client's presentation fit with the postulates of the theory and the presenting problem? (p. 361)
3. Based on this theory, where does the client need to go (i.e., what changes does the theory specify)? (p. 362)
4. How can I help the client get where he or she needs to go? (p. 362)
5. How will I know when the client is better? (p. 362)

McAuliffe's (1992) format is one we have found useful. Using the acronym SOAP, school counselors present the Subjective reason for presenting a case, the Objective data gathered to date, their Assessment of the client, and their Plan for treatment. "After the case summary the group members ask questions, suggest further information to be gathered, and propose treatment possibilities" (p. 168). We also use an outline format for presentation, including the background of the client, specification and conceptualization of the problems, selection of those to be addressed in counseling, the client's strengths, identification of possible solution strategies, and the development of an implementation plan (Appendix J).

Different from written case studies, cases brought for consultation by guidance program staff teams (thus, sometimes called *staffings*) are presented orally. Oral presentations force presenters to be succinct. Presenters usually use notes and, depending on the student's problems, often bring relevant work samples. They engage participating team members as they listen carefully and critically.

MENTORING. Mentoring is an especially useful strategy for helping new or unfocused school counselors. Brinson and Kottler (1993) found that "proteges with mentors working on their behalf are happier in their work, more productive in their careers, [and are] rated higher by supervisors" (p. 243). "Mentoring is a complex process by which persons of superior rank, experience, special achievements, and prestige instruct, provide support, sponsor, and assist the intellectual, personal, and career development of persons identified as proteges" (p. 242). Mentors provide emotional support, knowledge and expertise, assistance in adapting to the political environment, advocacy, collaboration on projects, confidence, and a model to emulate (p. 243).

Tentoni (1995) summarized much of the literature on mentoring and identified five components of a mentor–mentee relationship. It is a helping relationship that is reciprocal and consists of direct interaction. The mentor helps the mentee achieve identified goals and provides support for the mentee's emotional and career development. Among school guidance program staff teams, mentor–mentee pairs ("buddies") are assigned by mutual agreement. The relationships are most effective when only one mentee is assigned to a mentor so that an appropriate amount of time and attention can be given to the relationship. Mentors fit in the Professional Worker quadrant of professionalism and, in addition to modeling their effective practices, they help their "buddies" specify their job descriptions and understand their responsibilities within the program, prepare for professionalism assessments, understand political issues and processes, create new images of themselves as professionals, empower them, and sponsor them into other dimensions of professional commitment (Tentoni, 1995).

IN-SERVICE EDUCATION. In-service education opportunities are available inside and outside the school district. Building guidance program staff leaders assist school counselors identify opportunities that will help them make progress toward their professionalism enhancement and program improvement goals. Formal in-service education offerings, such as workshops, seminars, and conferences, occur in the buildings, sponsored by the school administration and as consistent with the school site improvement plan. School districts and intermediate education agencies also provide offerings of timely interest. Increasingly, counselor academies are offered that provide in-depth learning and professional development experiences for school counselors (e.g., those described by Littrell et al., 1992; Splete & Grisdale, 1992; Waidley & Pappas, 1992).

A range of other activities also provide opportunities for professional growth, such as groups of staff members planning program activities together, sharing effective strategies, reflecting on guidance issues, analyzing results of student information, reflecting on means of enhancing students' development, developing meaningful programs for students or other clients, conducting action research, or participating in study groups. Individuals benefit from conducting individual research and from contracting for direct assistance, such as peer coaching or supervision, observation of others, role playing, or reading.

Although participation in in-service education activities should be tailored to individual school counselors' professionalism enhancement goals, helping them internalize their learnings is a function of building guidance program staff leaders. Providing opportunities for them to debrief their experiences, report on learning sessions to the leader or other staff members, present the information to other groups, write summaries of insights or information gained, and explain how what was learned will be incorporated into future performance are ways developmental supervisors can enhance school counselors' learning. Even writing short book reports that are shared among staff members is a useful strategy. For professional-level school counselors, presenting programs and presentations at professional conferences and writing articles for professional journals or textbooks are meaningful growth experiences.

PROFESSIONAL ASSOCIATION AFFILIATION. Professional counseling associations provide vehicles for development in both professionalism dimensions. They provide for competence development through newsletters, journals, workshops, and conferences. They provide for the development of professional commitment in a variety of ways as well. Paying the dues and joining is a first-level professional commitment—even that, unfortunately, all school counselors do not do. Attendance at association functions is another level of commitment, and active participation in association work on behalf of the profession is the ultimate level of involvement.

Depending on their size, school districts may have school counselor associations; the grassroots structure that leads to the American School Counselor Association and the American Counseling Association and their affiliates provides for chapters in local geographical areas and state counseling associations with divisions of groups with common interests (such as school counselors). Each of these groups actively seeks committee members and emerging leaders and provides them with rich opportunities for development. As VanZandt and Anderson (1992) stated, "Because we believe that conferences provide opportunities for growth in both professional and personal ways, we want to encourage other professionals to benefit from such experiences" (p. 263). They suggest that "first timers" need encouragement to attend and special functions to help them feel comfortable and get optimum benefit from the experience.

School building guidance program staff leaders and other educational administrators do well to provide support for professional association involvement by school counselors, from minimum to heightened levels. Support means providing the time to attend functions and contribute work. In our opinion, paying the dues and other fees are the responsibility of the professionals who are honing their professionalism to fulfill the job that is expected of them. As with other professional development experiences, school counselors maximize the internalization of their learnings by sharing them with others—their leaders and other guidance program or school staff members. In facilitating this, building guidance program staff leaders are providing developmental supervision.

Providers

The different developmental supervision strategies require different supervisor qualifications. Professional school counseling experience and current competency are essential in case conferencing and mentoring, are helpful in goal implementation, and are not essential in the provision of in-service education or support for professional association affiliation. The power sources that support the developmental supervisor and hold the supervisees' attention are those of expertise (competence) and legitimate (designated position holder). Direct or delegated administrative support is essential to effective implementation of developmental supervision strategies.

GOAL IMPLEMENTATION. The school counselors surveyed by E. B. Roberts and Borders (1994) wanted the supervisor who assists them achieve their program improvement goals to be a director of counseling, mentor counselor, principal, or peer counselor. When properly trained, the best developmental supervisors are building guidance program staff leaders. They are most familiar with the goals and priorities for program improvement and with counselors' goals and related action plans. Next best as developmental supervisors might be district guidance program staff leaders who are cognizant of the goals and priorities of building guidance program plans, or school administrators from the same building who are cognizant of the goals and priorities of the guidance program.

Assisting school counselors achieve their professionalism enhancement goals requires not only competence in effectively monitoring and supporting professionals' implementation of goals and plans, but also working familiarity with the school counseling profession's defined indicators and descriptors of competence and commitment. With comprehensive school counselors as well as specialist school counselors, developmental supervisors need to be familiar with the basic content they use. Monitoring goal implementation includes providing school counselors the time and opportunity to discuss or display their learnings. The more developmental supervisors can participate in the discussion or provide feedback to the performance, the more benefit to the school counselors (and, thus, their students).

Building guidance program staff leaders have the school guidance profession's expertise plus that of providing support for goal implementation, the two ingredients needed to be most helpful to school counselors. Expertise in guidance competencies is helpful in order to guide school counselors who seek to hone their craft, but administrators trained in facilitating goal attainment can apply those skills across areas of expertise by having the standards available for review as needed and for in-depth understanding by school counselors. District guidance program staff leaders might also be helpful, as would mentor counselors or counselor peers from the same building who provide the support system needed for perseverance toward goal attainment. Self-monitoring of professionalism enhancement goals is an important ingredient of the process and can be structured by the system to promote school counselors' self-improvement efforts. Effective assistance for goal attainment, however, comes from developmental supervisors.

CASE CONSULTATION. The developmental supervision strategy of case consultation requires professional school counseling expertise. The best leaders of case presentation discussions are competent school counselors from the same buildings or school districts as the supervisees. In this strategy, "the supervisor's role consists of a balance between nondirectively promoting counselor problem solving and more directively offering insight and even suggestions" (McAuliffe, 1992, p. 165) regarding a specific case. If building guidance program staff leaders with school counselor competence are not available, highly competent and committed professional school counselors from the same district program are the best providers. McAuliffe (1992) described a successful effort wherein the school contracted with a clinical consultant from outside the school to be "a combination of process facilitator and expert" (p. 165). Such consultants should have demonstrated expertise in counseling or a counseling-related profession (e.g., school counselor educators, licensed counselors, or psychologists), but to make meaningful intervention suggestions should also involve someone who understands the school setting.

MENTORING. Mentors, by definition, have greater experience, influence, and achievement in the work setting than their mentees. To fulfill effectively the five functions of a mentor—teaching, sponsoring, encouraging, counseling, and befriending (Tentoni, 1995)—they need counseling and school expertise. Designation as mentors by building guidance program staff leaders or building administrators supports mentors in these relationships, but authority *over* mentees is harmful to the "professional friend" dimension of these relationships. Mentors not only help their mentees but are also helped in return. Opportunities to fulfill mentor roles provide professionalism enhancement opportunities for professional-level counselors to expand their leadership experience and commitment. "The mentoring model described here seems to be one in which new counselors can find support during the critical first phase of their professional development, and experienced counselors can share their insights, expertise, resources, and enthusiasm in a caring and nurturing posture as a part of their more advanced professional development agenda. The benefits are mutual" (VanZandt & Perry, 1992, p. 163).

An important point made in the literature is that mentors need training to fulfill their roles well. VanZandt and Perry (1992) and Peace (1995) described training models that have been found to be effective. The model described by Peace is most extensive and identifies the following as training objectives: how to (a) establish a helping relationship between mentor and rookie, (b) model effective counseling skills, (c) use clinical supervision skills, (d) apply adult development learning theory, (e) assist rookies in planning their programs, and (f) help rookies develop materials. The scope of these objectives displays the vast area to be filled by mentor counselors.

IN-SERVICE EDUCATION. The developmental supervision strategy of providing meaningful in-service education opportunities does not imply that developmental supervisors conduct every in-service event, but rather that they assist their supervisees to make use of the opportunities available in the building, district, region, state, and nation that are relevant to their specific professionalism enhancement or program improvement goals. One key to successful implementation of this strategy is having the knowledge of the opportunities available and being aware of their probable quality. School counseling competence is not essential to fulfilling this developmental supervision role, but support for the school counselors' expense of time and energy is. Providing opportunities to internalize their learnings may require ensuring that school counselors are able to share their learnings with other school counselors.

PROFESSIONAL AFFILIATION. In addition to providing the support needed for meaningful professional affiliation, developmental supervisors of school counselors need to know the appropriate organizations with which school counselors should affiliate—those that will provide relevant contributions to supervisees' development. Administrative support, not counseling expertise, is key to implementing this strategy, and thus it can be provided by building or district administrators with good information about counseling associations.

Administrative Supervision

Targets

The third type of supervision, administrative, targets school counselors' commitment competencies as indicated by the soundness of their professional judgments; maintenance of their own mental health; their work habits; their compliance with and application of rules, laws, and ethical standards; and the effectiveness of their interpersonal relationships with clients and colleagues. Administrative supervision strategies also assist school counselors as they face difficult cases. The topics of administrative supervision are diverse.

Through administrative supervision, building guidance program staff leaders assist counselors to enhance their job-related professional conduct and relationships. In some circumstances, building guidance program staff leaders' aim is to educate; in others, their purpose is to solve problems. The purposes of administrative supervision are "assurance that counselors have worthy work habits, comply with laws, policies and standards, relate well with other school staff members and parents, and otherwise work effectively within the school system" (Henderson, 1994a, p. 30). It includes the strategies through which the first function of supervision, monitoring of client welfare, is managed, especially in the face of difficult cases.

PROFESSIONAL JUDGMENT. School counselors apply their professional judgment daily. They make judgments about students, about cases, about interventions, about the application of policies and standards, and more. To conduct their job well, school counselors must make these judgments on the basis of sufficient knowledge, careful analysis and sound evaluation, and appropriate application of standards. Exercising good judgment also requires consistent and reliable decision-making, problem-solving, and communication skills. Minimum expectations for school counselors include these basic competencies. Through continuous training and prior experience, the quality of school counselors' professional judgment develops; however, even highly competent and experienced school counselors confront new types or difficult cases. (That is one of the fun things about the school counselor's job: its variety!)

Cases may be difficult for school counselors in several ways. The topic might be new to them, for example, elementary school-age children considering suicide, homosexual couples as parents, parents who truly do not love their children, or adolescents being sexually promiscuous or murderous to achieve gang status. The cases might be complex, involving a multitude of issues or players, for example, emotionally disturbed students who are pursuing a college education or cases involving extended or multiple blendings of families. Some cases are difficult to manage because they "push the counselors' buttons," wherein they are apt to lose their professional objectivity. Still others are those that fall into counselors' "blind spots" in their knowledge or sensitivity. In today's pluralistic society, working with students and parents from cultures different from the counselor's own—ethnically, economically, religiously, and socially—is commonplace. Homogeneous communities are rare, if nonexistent. Each of these situations challenges school counselors' professional judgment.

MENTAL HEALTH. Although research indicates that occupational stress is not inherent in the counseling profession (Sowa et al., 1994), conventional wisdom indicates that school counseling is a "people" business versus a "widget" business. It is part of a human service industry as compared with a manufacturing industry. Not only are staff members workers, but they are also service providers. They offer services aimed at helping other people's mental health; therefore, the status of their mental health, including their professional mental health, seems highly correlated to the quality of their performance of their jobs.

Individuals with personal problems or high levels of job-related stress demonstrate subtle (and not-so-subtle) forms of incompetence. They may not demonstrate "lower levels of rational/cognitive problem-solving ability" (Sowa et al., 1994, p. 27), but they do demonstrate "lower levels of self-care, recreation, and social support" (Sowa et al., 1994, p. 27). When their own emotional energies are depleted or are not sufficiently replenished, symptoms of impending burnout become evident. The degree of impaired professional mental health is indicated by the frequency and intensity of feelings of emotional exhaustion, depersonalization, and lack of feelings of personal accomplishment (Davis, Savicki, Cooley, & Firth, 1989). From their research Davis et al. (1989) inferred that clients are better served when supervisors address these feelings when they are evidenced in supervisees. Other suggestions for addressing the "prevention and cure of burnout [include] communication, resource development, skill enhancement, and personal expression" (Davis et al., 1989, p. 234).

Another subtle kind of incompetence is apparent when individuals' political beliefs run contrary to school-based programs or policies. School counselors, like any other group of people, hold a wide range of personal beliefs and values, but as employees their responsibilities are to the students and parents they serve and to the school districts that pay their salaries. Policies are set by school boards in accord with their responsibilities of representing the parents and taxpayers of the community. As student advocates, school counselors ensure that the students in their caseloads have the same access to social programs, for example, as other students. It is not infrequently the building guidance program staff leaders' challenge to help both politically liberal and conservative school counselors guard against infusing their political beliefs into the conduct of their jobs (e.g., the society's values about abortion counseling or the benefits needed by an expanded definition of the homeless may differ from those of individual school counselors).

WORK HABITS. Professional work habits address such topics as attendance, tardiness, and use of time. Although professional work settings, such as school districts, often do not express rigid standards for professionals—sirens or bells do not sound to mark the beginning and ending of the staff work day,—there are expectations in place. The "professional" work day means "until your work is done for the day." To some administrators that means a 24-hour day, but for most there are 7½-hour or 8-hour day expectations. Beginning and ending times of the day most logically relate to the student school day and implementation of other activities (e.g., evening meetings for parents, after-school teacher consultations). Rather than leaving it vague and unspecified, only to be called out when someone is not living up to the unexpressed expectation, building guidance program staff leaders in conjunction with building administrators should express the basic standard with the understanding that there are exceptions. School districts are usually quite clear about their "comp time" policies.

Tardiness, neglecting to notify the appropriate authorities when absent or leaving a building, not informing other office staff of whereabouts even when in the building, not attending required (such as faculty) meetings, and taking extended lunch times are not good work habits, for the professional or any other worker. Systems for such regular office procedures should be in place to avoid confusion and misunderstanding. School counselors' attendance patterns are scrutinized by nonguidance program staff members as well as department colleagues.

In contrast to teachers' work schedules, school counselors are responsible for scheduling their own work day within the program guidelines. Expectations for how school counselors spend their time during the work day are otherwise not unlike those for other workers. Personal agenda items should be kept to a minimum (e.g., personal phone calls, attending to own children in the school). Again, clarity of expectations helps prevent these problems from arising. New counselors may misunderstand the parameters rather than consciously misuse what they may see as a flexible schedule.

STANDARDS COMPLIANCE. Compliance with a wide range of standards is also counselors' and building guidance program staff leaders' responsibility. Compliance begins with knowledge of the standards and is enhanced with experience. Most standards are "rules" that are fairly easy to read, understand, and even articulate; however, application of the standards in myriad and diverse cases presents ongoing challenges. When different sets of standards conflict in certain situations, decisions about which set precedes the other must be made. These dilemmas are puzzling and sometimes involve staff members' feelings or values. Parents' rights with regards to their children in spite of their irresponsibilities provide examples that school counselors face daily. For school counselors, standards are expressed in several ways. They are expected to adhere to legal, regulatory, professional, and ethical standards.

Legal. Laws and statutes express standards, often regarding children or student or parent rights or counselor responsibilities (e.g., child abuse, confidentiality). State and local school board policies have the force of law, in that the counselors' responsibilities are delegated to them by state legislatures. Administrative regulations and operational procedures are developed to guide implementation of the policies or to assure that all students benefit from identified best practices or efficient procedures. These standards are usually quite clear and adherence less ambiguous. Application of laws is not completely cut and dried; for example, when is child abuse not child abuse? when is hearsay gossip? The legal entanglements that are more complex for school counselors involve court appearances. Subpoenas, complicated custody battles, and subsequent custody arrangements all require counselors to act on their professional judgment, upon consultation with building guidance program staff leaders. Again, although the "rules" are the same, the applications vary from case to case. Being well-versed in the professional literature that distinguishes between legalities and ethics (such as, Remley, 1991–1994, *The ACA Legal Digest Series*) is important. Remembering that the student is the primary client of the school counselor and that students, particularly children, often need advocates of their own is often helpful. Accessing school district legal counsel is also available through district guidance program staff leaders.

Professional. Professional standards include those expressed for the program and for school counselors' performance within the program. In school districts with designed comprehensive guidance programs, with clearly expressed job expectations for school counselors, and with appropriate performance improvement systems, these standards are expressed in a combination of school board policies, administrative regulations, and procedures. Failing such statements, school counselors have only "standard operating procedures" or "typical practices" to define their compliance standards.

Ethical. Ethical standards to be adhered to consist of those for counselors and those for professional educators. Counselors' ethical standards are expressed by the American Counseling Association (1995) and the American School Counselor Association (1992), which may have been adapted by state counseling and school counselor associations. Many states have expressed ethical standards for certified educators. In addition to statements of standards for teachers, states may have expressed ethical standards for administrators and other support personnel.

Ethical standards express the values of the profession but may not have the support of law or regulations. They are expectations for professional practice. Much has been written about the education of counselors in the nuances and intricacies of the counseling ethical standards. Building guidance program staff leaders have responsibility to educate counselors about the standards and to help them work through dilemmas. Kitchener (1990, cited in Heiden, 1993) "suggested that the goals should be to (a) sensitize [supervisees] to ethical issues, (b) improve [supervisees'] ability to reason about ethical issues, (c) develop moral responsibility and ego strength to take action, and (d) tolerate the ambiguity inherent in ethical decision making" (p. 55). Furthermore, Heiden (1993) suggested that helping counselors not only to have knowledge of the standards and to have self-awareness, but also to establish an organizational climate that is conducive to consultation and discussion of sensitive issues are part of administrative supervision responsibilities.

The range of situations that pose ethical dilemmas for school counselors is endless, but some recurrent topics are apparent across school systems: limits of confidentiality, what constitutes child abuse, and when to and how much information to give to other professionals (principals, teachers, other counselors); the need to expand their repertoire of responses to students, using groups versus individual work, the limits of school-based services, and when to refer out; deciding who owns a problem (i.e., student or staff member, child or parent, client or counselor); appropriate allocations of time to activities and to clients (i.e., setting and maintaining priorities); doing triage; and having to address new content presented by students for which the counselor is not sufficiently prepared (e.g., military conflicts, gangs, escalated racial tension, gay parents).

INTER- AND INTRAPERSONAL RELATIONSHIPS. The final category of topics addressed in administrative supervision involves the multitude of inter- and intraprofessional relationships of school counselors. Being central and integral in a building, school counselors not only interact with students and their teachers but also relate with parents, administrators, other counselors, other school staff members (i.e., other specialists, paraprofessionals), as well as other community members (e.g., business partners, mentors). Given the counseling professions' mission, building and district staff members expect counselors to

> approach students, parents, teachers, and others with warmth and understanding, an accepting and optimistic attitude about the potentialities of people, and the belief that people can change in positive ways. They are committed to personal change and growth, not only in others, but also in themselves. They have the ability to relate to and effectively communicate with people of all ages and cultural backgrounds. (Texas Education Agency, 1991, p. 25)

The value of these characteristics is as a foundation to building rapport and, ultimately, providing the helping services needed. "Rapport building requires knowing, being interested in, and understanding the roles and responsibilities of others" (Northside Independent School District, 1997, p. 83). Recurrent issues that arise between counselors and administrators often have to do with different orientations and responsibilities for students in schools. As Kaplan (1995) concluded,

> Generally speaking, the principals' model is responsibility comprehensive, learning focused, group centered, and action-and-concrete results oriented. In broad terms, the counselors' model is more responsibility limited, mental health focused, individual centered, and process oriented. (pp. 265–266)

Teachers, too, have different roles and responsibilities with students in school compared with counselors. These differences may cause relationship problems. School counselors may have relationship problems with other school counselors. As described in Chapter 3, counselors in the same building implementing one comprehensive guidance program must operate as a team. Team participation is sometimes confounded by professional jealousy, a sensitive issue for guidance program staff leaders to detect and to address. Sometimes what is at stake are counselors' positions with staff leaders!

Helping school counselors develop and maintain appropriate relationships with parents is an administrative supervisor's role. Helping counselors to listen, to be reasonable, and to be even-handed with all parents is one responsibility. Maintaining fairness in intrafamily or family–school tensions is sometimes difficult for school counselors as well. School counselors should not take sides in these situations but rather help the situation reach resolution. Building guidance program staff leaders are usually the first line of recourse for parents and students in appealing counselors' decisions or grieving their actions. Building principals and district guidance program staff leaders also represent steps in that grievance process. Maintaining neutrality while gathering data about such situations is a critical competency for building guidance program staff leaders.

Standards

As was mentioned earlier, the standards on which administrative supervision is based are those that guide professional performance, conduct, and the work habits expected of the building and district professional staff members. The legal and regulatory standards include federal and state laws, state and local school board policies, administrative regulations and operational procedures established at both the district and building levels, and guidance program regulations and procedures established by both the district and building guidance program staff leaders. The professional and ethical standards of the counseling and educational profession also state expectations for individual school counselors. With the exception of school board policies, the local standards, including the regulations, may not be written down and be in fact part of the "oral history" of the system. This being the case, they are often the most elusive for both the supervisor and supervisee. Of the sets of standards, the legal standards are in a sense the easiest to apply as they are usually fairly clearly spelled out, although sometimes difficult to interpret. In terms of counselor professionalism, the professional standards are applied in every job-related action of school counselors. In terms of client welfare, the ethical standards are the most value-laden.

Data Sources

By definition, supervision relies on "hard" data that are used in the provision of feedback by the supervisor to the supervisee. The sources of data from which administrative supervision can effectively be provided are as numerous and varied as the topics themselves. Some of the sources are "softer" than others, that is, some sources are direct, some are indirect, some are evidenced through documentation, and some are reported by others.

Office and program practices and procedures are supported by logs, notes, records or other case documentation systems, time and effort reports, and work schedules. Case management and relationships are discussed in consultations and evidenced through team efforts or products. Some administrative supervisors use systems for review of written case notes, treatment plans, and final case summaries by school counselors. Indirect sources include reports by others about individual school counselors, perception surveys, or complaints. In the E. B. Roberts and Borders (1994) study, school counselors indicated preferences for conferences, log reviews, review of written plans, and self-reports as the data sources used in administrative supervision.

When information regarding a school counselor's performance is provided by other people (e.g., students, parents, teachers, administrators, and external consultants), such information is adequately documented. Precautions are used to guard against overemphasizing isolated reports from these sources. Reported inputs, both positive and negative, are presented in balance with what was received. Although the use of carefully constructed effectiveness surveys is helpful, the school counselors to whom the feedback applies should be made aware that such surveys are to be conducted and involved in the survey development.

Strategies

Three basic strategies are used to implement administrative supervision: individual conferences, staff meetings, and delegation of leadership responsibilities. Individual conferences allow for attention to individuals' issues and problems, whether they are consultations about students or other client cases or feedback conferences regarding a supervisee's behavior, attitudes, or other issues. In addition to monitoring the progress of program implementation, staff meetings provide opportunities for both education and problem solving about issues. Delegation of assignments or responsibilities not only broadens the leadership base of the program staff and allows for capitalizing on individuals' strengths but also is a means for orientation and consultation among school counselors.

CONFERENCES. Conferences that serve administrative supervision purposes may be formal or informal, scheduled or spontaneous, regular or sporadic. They are usually held by building guidance program staff leaders with individual counselors, but if cases or issues are relevant to more counselors the supervisory group may include more counselors. Conferences may be case consultations, confrontations by staff leaders, or initial staff leader–staff member counseling sessions that lead to referrals.

CASE CONSULTATIONS. The differences between case consultations in developmental supervision and case consultations in administrative supervision are that the latter center on cases-in-progress, involve immediate needs of school counselors about what to do with difficult cases (e.g., resolving an ethical dilemma, deciding to break confidentiality), are almost spontaneous, and do not typically consist of formal, structured case presentations. Administrative supervisors' responses in these cases are guided by the determination of school counselors' professionalism levels. Only when supervisors detect the need do they use what Loganbill et al. (1982) identified as "prescriptive interventions" (p. 32).

COUNSELOR CONFRONTATION. When school counselors' behavior is unacceptable, they are confronted by building guidance program staff leaders. Such confrontations occur in individual conferences. Overholser and Fine (1990) suggested the following strategies for addressing "subtle" forms of incompetence: review of didactic information (e.g., ethical guidelines), consultation with another to see if incompetence is incompetence, peer confrontation, and supportive confrontation. In any case, when mistakes are made, administrative supervisors respond. Responses include pinpointed feedback, positive confrontation, reminders, and warnings. Upon repetition, consequences of continued unacceptable behavior are outlined and, in some instances, summarized in writing. Documentation of such feedback is made. More will be discussed about documentation regarding personnel's behavior in Chapter 8, relating to performance evaluation.

COUNSELING COUNSELORS. When school counselors are burned out on specific clients or have blind spots about certain issues, counseling and not reprimanding might be called for. If staff members are having personal problems that are interfering with their work, consultation, or some exploratory counseling by administrative supervisors, might be appropriate to best provide referrals for school counselors. As the standards regarding dual relationships imply, administrative supervisors do not become counselors for staff members. Sometimes physical health problems cause adults to overreact or to be overly emotional. Administrative supervisors bear in mind that "A clear relationship has not been established between counselor effectiveness and the mental health level of the counselor" (P. E. White & Franzoni, 1990, p. 264); however, it was found that "master's level counseling students have higher levels of psychological disturbance than does the general populace" (p. 262). They suggested that counseling services be provided or available to graduate students. It is possible, then, that professional school counselors may be vulnerable to psychological disturbances from time to time and need to be helped to access counseling services from appropriate mental health agencies.

STAFF MEETINGS. Staff meetings lend themselves to educational and problem prevention discussions and group problem solving. Reminding all members of the school counselor staff about various rules and interpretations is useful. Discussing relationship issues with groups outside the department sometimes leads to enhanced rapport in the building. Problem solving not only of group issues but also consulting as a group on current difficult cases can be helpful to school counselors with questions, and ultimately to all school counselors who might face similar cases. Administrative supervisors in such group discussions pay "attention to task and person behaviors, confronting dysfunctional members, resolving conflicts, preparing for meetings and lessening leadership control as the group becomes cohesive" (Glickman et al., 1995, p. 417). Conducting staff meetings and developing staff meeting agendas were discussed in Chapter 3. An example staff meeting agenda is included in Appendix K.

DELEGATION. One means of administrative supervision is sharing leadership with members of the professional school counselor staff. Delegation demonstrates respect and trust of others. According to Covey (1991), the delegated work needs to be meaningful, and the delegatees need the competence to complete delegated assignments successfully, or as successfully as they perceive the leader would have.

Effective delegation also includes ensuring that delegatees are aware of the authority they have, understand the expectations, have needed resources, and have some latitude within clear guidelines. Administrative supervisors both sustain their delegatees and hold them accountable (usually through results). Within building guidance program staff leadership activities, examples of delegation include assigning mentors or providing for peer supervision. Professional counselors, for example, might be delegated the authority to provide clinical supervision to unfocused counselors, leaving the guidance program staff leader more time to provide supervision to the professional counselors. Effective delegation provides means not only for using available talent by using strengths to minimize weaknesses, but also for neutralizing problem employees through peer interaction and helping various levels of staff members maintain enthusiasm. Delegation is an effective means for building the esteem of the insecure. Delegating professional representation tasks to "star performers" is a way to encourage them to next levels of professional affiliation and involvement.

Forms

Some of the forms that support administrative supervision are mentioned above as data sources. Information compiled by school counselors and reported to supervisors may come in forms such as logs, time charts, anecdotal information, and counselor reports of activities. Other forms include sign-in/sign-out sheets, telephone messages, case write-ups, treatment plans, case summaries, professional notes, memos, accountability reports, meeting agendas and notes, delegation tracking forms, session/lesson plans, staffing committee reports, and lists of students served according to grade level, need category, or program component.

Providers

Only some of the topics addressed in administrative supervision require counseling profession expertise (i.e., the application of ethical, professional, and guidance program standards). Others are those addressed by professional generalist administrators with all of their staff members (i.e., exercise of sound professional judgment; demonstration of worthy work habits; adherence to laws, policies, and regulations; and intra- and interpersonal relationships). Thus, multiple individuals with different backgrounds could be providers of administrative supervision. The primary power source supporting administrative supervision is the legitimate responsibility for guidance program staff. Generalist administrators also draw on their expertise in professional standards in general and in school-based administrative rules and practices.

Because much of administrative supervision has to do with the daily (or even moment-to-moment) work of school counselors, the best providers are those with authority in the same buildings as the school counselors: ideally, professional school counselor-based building guidance program staff leaders. In the absence of such, building administrators fulfill these responsibilities, relying on the identified counselor-consultant (perhaps district guidance program staff leaders) for the rest. In the E. B. Roberts and Borders (1994) study, the school counselors surveyed wanted their principals or district directors of counseling as this supervisor.

Supervision With Other Guidance Program Staff Members

As key leaders in buildings, guidance program staff leaders have direct and indirect responsibilities for school staff members in addition to the school counselors. They have direct responsibilities for the paraprofessional members of the guidance department staff. They have indirect responsibilities for guidance program-related professional staff members (e.g., teachers, other educational specialists, and administrators). Indirect leadership entails working collaboratively with the supervisors and administrators of related professionals and includes responsibilities for providing input in their performance evaluation system.

Supervision of Paraprofessional Guidance Department Staff Members

Guidance department paraprofessionals fulfill a broad range of roles, depending on the size and age of the student body and the grade levels in buildings. School counselors have full- or part-time clerical or secretarial assistance. Middle, junior, and senior high schools employ registrars, career technicians, technical assistants, bookkeepers, and data-processing clerks. Increasingly, guidance programs use peer counselors (i.e., students of similar ages or older, more experienced students who help other students achieve guidance program outcomes). When guidance program staff members conduct activities that involve bringing guests on campus (e.g., career day speakers, mentors, and college and military recruiters) or otherwise use volunteers (e.g., PTA helpers, counseling practicum or intern students), they are the responsibility of the school counselor staff. As extensions of the professional staff, every person fulfilling a role in the guidance program must use effective interpersonal skills, model good mental health, and work within relevant guidance rules and standards.

Since the beginning of the paraprofessional movement in school guidance programming, critical issues in their successful use have included clear role definitions, adequate training, and maintaining good working relationships with other staff members, including professional school counselors (Lombana, 1977). Although they contribute to the professional program and climate, guidance department paraprofessionals are not professional school counselors and must, therefore, be guided by the professional staff. Although some of the responsibilities may be delegated, the performance of guidance department paraprofessionals is primarily the responsibility of building guidance program staff leaders.

Prerequisite to job definition, training and supervision, and guiding establishment of effective relationships with other staff members, building guidance program staff leaders must establish effective relationships with support staff. The subsequent discussion focuses on the full-time guidance department paraprofessionals, but the roles and responsibilities of building guidance program staff leaders have applications to the part-time assistants and volunteers as well.

Job Definitions and Expectations

Whatever their roles, the guidance paraprofessionals' jobs need to be clearly defined. School districts define basic categories of support personnel, their pay ranges and employee rights, and, ideally, job descriptions for use districtwide. In every building, however, specific assignments may vary, depending on unique program needs and talents of individual staff members. What their assignments are within the design of the comprehensive guidance program, to whom they are accountable, the standards they are required to meet, the boundaries within which they operate with clients and professional staff members, and so on are made clear to the full-time professional guidance program staff members as well as to the paraprofessionals. As with other delegated assignments, the expectations need to be commensurate with and appropriate to the paraprofessionals' training and competence.

Building guidance program staff leaders orient employees to their specific jobs, to the department's mission and that of the comprehensive guidance program, and to building and district policies and operational procedures relevant to each job. Thus, building guidance program staff leaders know each of the roles and associated responsibilities, including the boundaries, and articulate them clearly to all of the department staff members. In addition to knowing each job and how it fits into the design for program implementation, building guidance program staff leaders demonstrate interest in and understanding of the roles and responsibilities of each member of the program support staff. For large staffs, this presents a challenge to new building guidance program staff leaders, as required information may range from that of clerical roles to more technical information needed by data-processing technicians (Gysbers & Henderson, 1994).

While holding high but realistic expectations for job performance, building guidance program staff leaders are responsible for assigning paraprofessionals tasks and duties appropriately. These responsibilities include giving assignments clearly, defining and structuring tasks adequately, encouraging effective time management by employees, establishing timelines for task accomplishment, assisting staff members to set priorities appropriately, describing the relationships of each particular task within the whole program or activity, conveying sufficient information for assignment completion, delegating appropriately, communicating criteria for acceptance of work, and representing support staff members' needs to the system as a whole (Texas Counseling Association, 1991).

Qualifications, Training, and Supervision

Although school districts establish the basic qualifications (e.g., basic competencies, computer program skill requirements, and needed training and experience) for similar positions across the various school buildings, each building guidance program staff leader applies these prerequisites as relevant to the job within the program in the building. Suitable applicants may present basic qualifications for guidance department paraprofessional jobs, but training in specific applications of the identified competencies, skills, training, and experiences often is a matter of on-the-job training.

If positions are new across a school district, or if the school district is large and several similar positions are filled at once, the needed training may be provided at the district level, but in ongoing programs building guidance program staff leaders often have the responsibility to either directly provide or ensure arrangement of such training. After initial orientation to a specific job, new guidance department paraprofessionals may need specialized coursework, as offered through continuing education programs, and usually benefit from shadowing individuals in other buildings who are effective in similar assignments. Although building guidance program staff leaders have generalized understanding of the requirements of each job, they usually do not have competencies in the "nuts and bolts" strategies for successful task accomplishment.

Like their professional counterparts, guidance department paraprofessionals benefit from ongoing supervision to advance their competence in their job assignments. Building guidance program staff leaders bear in mind that even though the work of paraprofessionals is important, the level of competence and commitment they bring to their jobs is different from that of highly educated professionals. Cebik (1985) suggested that their levels of career-related ego development differ from those of professionals.

The ego development of building guidance program staff leaders tends toward the well-integrated, complex, and highly differentiated end of the spectrum, whereas paraprofessionals tend more often to fall in the middle ranges of work-related ego development, that is, the "conformist" and "conscientious" stages (Cebik, 1985, p. 230). Characteristics of individuals in this middle range are that environmental factors have more influence over their personal decision making than those at higher levels, that they may conform more to rules than to internalize them, that their interpersonal relationships may be more reciprocal and superficial than responsible and mutual, and that they may be more preoccupied with things, appearances, and reputation than with achievements, differentiated inner feelings, and personal traits.

As with other staff members, consideration of the ego development of paraprofessionals and matching training and supervision appropriately are key to maximizing their effectiveness (Cebik, 1985). Matching rests on careful assessment of their levels of ego development and responding so as to facilitate their movement to higher developmental stages. Supervision methods that rely more on external rewards and consequences are more effective with those at lower stages of ego development than with those at higher stages (Cebik, 1985). Paraprofessionals typically respond more to a skill orientation in supervision than one of personal growth; for example, their performance improvement goals are more apt to entail specific skill acquisition than further defining their theory of healthy psychological development. Their work may be more influenced by the material factors of work (e.g., salary and working conditions) and more vulnerable to the vicissitudes of intra- and interoffice relationship issues (e.g., apparent unevenness in workloads, status shifts) than the professional staff members.

Appropriate supervisory responses to paraprofessionals tend to be more at the directive end of the spectrum of interventions than those for professional staff members. They value objective feedback and being recognized and appreciated by others, and they respond well to accountability measures. Building guidance program staff leaders provide good role models for paraprofessionals in communicating effectively with and about other staff members.

The usefulness of each kind of supervision varies from one paraprofessional job to another, from one task to another within a job, and from one individual to another. Clinical supervision may be a highly effective means of advancing the development of career center technicians as facilitators of student learning. It may not be within the building guidance program staff leaders' expertise to provide it for data-processing clerks. We believe that the developmental supervision strategy of job-related goal setting is useful with all staff members, but—as indicated above—targets of the goals vary considerable. Mentoring by a member of the professional staff or by an experienced person holding the same position is a useful strategy for most new or underdeveloped paraprofessionals as well, but association affiliation is of limited interest to most.

Administrative supervision is the most useful of the three categories. Exercise of good, practical judgment with students and other program clients, having good mental health and work habits, complying with rules and following directions are mandatory for those in subordinate roles. Working with paraprofessionals as individuals through private conferences, including them periodically in relevant staff meetings, and delegating work to them carefully are all essential strategies in effective supervision of guidance department paraprofessionals.

Relationships

Most guidance department paraprofessionals interact directly with department and program clients. They present one of the "frontlines" of the program, playing key roles in the tone set by and for departments. If they are friendly and consumer centered with students, parents, teachers, and others, a different tone is set than if they are brusque, harried, or impersonal. Although they differ from one job to the next, paraprofessionals must operate within clear boundaries not only in relationship to clients and client information but also in relationship to other professional and paraprofessional staff members. They need to be aware that their work in the guidance department does not qualify them as professional counselors, and that the amount of information they extract from or about clients and the amount they share with or about clients are limited to their legitimate business. The standard of confidentiality must be well taught and learned.

Similar realities apply in the relationships between guidance department paraprofessionals and school counselor staff members. Building guidance program staff leaders do well to include support staff members as true members of the department team, with clear differentiation between the limits of both the privileges and the responsibilities of paraprofessionals and professionals. Some ways to help department secretaries and paraprofessionals be part of the team have already been mentioned; that is, clearly defining and articulating jobs and responsibilities within the department, modeling effective interpersonal skills among and by professional staff members, and including them in relevant program and activity planning or problem-solving meetings.

Clearly defining the organizational and communication patterns within the department is also important. If a staff is small, it is often assumed that each individual knows what is happening in the others' domain. It is our experience that such assumptions lead to incomplete or, worse yet, misinformation and communication. How information flows needs to be explicitly determined and explained. If a staff is large, then written organizational charts that depict the flow of information, the chain of command, and the levels of responsibility of all individuals in that area are useful. For example, building guidance program staff leaders with quite a few professional school counselors and several paraprofessionals might delegate supervisory responsibility for a paraprofessional to one of the counselors; for instance, a career development specialist counselor and a career center technician, an educational planning specialist counselor and a registrar. All the department and building staff members should be aware of these assignments and honor them in their work with the department or individuals involved.

In reciprocal interpersonal relationships, when individuals are treated with respect, they respect in turn; when supervisors are loyal to them, they return the loyalty. The opposites apply as well. When individuals are treated as unequal, they respond as such. To ensure that staff members relate well, effective building guidance program staff leaders set interpersonal climates that are conducive to open, healthy, and honest communication and to problem solving. Individuals within the department, then, are apt to operate compatibly within the established tone.

Collaborative Supervision With Related Professionals

Who

Guidance programs and departments are central in the school building (Gysbers & Henderson, 1994). Building guidance program staff leaders are key members of building leadership teams. As described more fully in Chapter 4, they relate regularly—through staff meetings or in some systematic way—with building leaders of other programs and with administrative teams. With the other building leaders, they share responsibility for the overall quality of the educational program, including the guidance program, and for the quality of performance of all staff members, even those not in the guidance department. Building guidance program staff leaders, thereby, have supervisory responsibilities for staff members who organizationally are not under their direct supervision, including teachers, specialists, paraprofessionals, other programs' staff leaders, and building administrators. Building instructional program staff leaders hold such positions as grade-level team leaders or academic discipline department heads. Administrative program staff leaders are usually the principal or vice principal, the lead administrator in the building. Educational specialists may have building or district program staff leaders or both.

When

Primarily, building guidance program staff leaders' supervision responsibilities for other department staff members occur when the latter participate in guidance program or other schoolwide program activities. Implementation of comprehensive guidance programs entails a wide range of roles for noncounselor staff members (Gysbers & Henderson, 1994). In implementation of guidance curricula, teachers and administrators participate in such ways as teaching relevant lessons and coordinating other presenters with guidance objectives (e.g., career speakers). In implementation of the individual planning system, teachers and administrators are student advisors who interpret and apply test results. In responsive services, others refer students appropriately for counseling, release them for counseling, and cooperate in implementing recommendations made as a result of counseling and consultation. Examples of common schoolwide programs that call for every staff member to fulfill appropriate guidance roles include such activities as minimum competency and group standardized testing, behavior and discipline management systems, identification of students with special needs, and achievement of whatever goals are set for the building climate in the site-based management processes.

Some supervision opportunities are positive in that they occur proactively in program planning or designing. Other opportunities occur as a result of problems. Examples of proactive consultation opportunities include assisting teachers design the infusion of guidance curricula into the existing disciplines and training them in the methodologies for successfully conducting guidance activities; planning testing and behavior management programs; designing the special needs student identification system; and the like.

Examples of typical problems that call for supervisory interventions by building guidance program staff leaders are when teachers or other professional staff members do not fulfill appropriately their roles in the advisory, testing, or other programs led by the guidance department; when they inappropriately refer students to counselors for disciplinary interventions that appropriately belong to administrators; when teachers or administrators demand confidential information about students that they do not need to have; when teachers or administrators misunderstand counselors' child-advocate roles; when teachers exhibit symptoms of stress or anxiety; when teachers or administrators unwittingly enable students by letting them accomplish personal goals through misbehavior (e.g., letting substance-abusing students out of after-lunch classes, or letting emotionally or behaviorally disturbed students out of classes taught by teachers whose standards they will not adhere to). As with paraprofessionals working within the guidance program, other educational professionals who are not employed as school counselors but who are working within the guidance program are extensions of the professional guidance staff. Every person fulfilling a role in the guidance program must use effective interpersonal skills, model good mental health, and work within relevant guidance rules and standards.

Purpose

As with supervision of guidance program staff, the purpose of providing supervision to other members of the school staff is to note and provide databased feedback regarding their performance for the purpose of program improvement. Depending on how the guidance or other schoolwide program is organized, building guidance program staff leaders may have the prerogative of providing supervision directly. This may happen informally, as when building guidance program staff leaders observe a specific situation and feel some benefit would accrue from providing that feedback directly to the staff member involved; for example, if the guidance department leader notices a teacher treating a student or parent inappropriately. If it is a first-time incident, building guidance program staff leaders prefer to handle it directly and one-to-one. It may happen formally, if the guidance program staff leader in that particular situation has been delegated authority over the nonguidance program staff member; for example, if a teacher fails to follow directions in administering a standardized test and the guidance department has primary responsibility for implementing the testing program. Given the high stakes of testing today and the clarity of rules of standardization, guidance program staff leaders handle such circumstances in officially documented conferences.

Most supervision of nonguidance department personnel is provided indirectly, in collaboration or partnership with other program staff leaders. As it is building guidance program staff leaders' responsibility to lead and to represent the school counselor staff, so is it the responsibility of other program staff leaders to lead and represent their program staff members. Supervision data—clinical, developmental, or administrative—provided by building guidance program staff leaders fit into the rest of the data gathered about staff members by their program staff leaders.

In general, it is appropriate for building guidance program staff leaders to provide clinical supervision to teachers, administrators, and other school staff members as they implement guidance lessons and classroom-based behavior management systems, or as they strive to succeed with students who are difficult for them. In instances in which learning or participating in guidance program strategies facilitate teachers' (or others') accomplishment of program or professional development goals, building guidance program staff leaders provide developmental supervision. Building guidance program staff leaders provide developmental supervision to all staff members involved in formal, large-group case consultations regarding students. They may be invited or feel compelled to provide administrative supervision or data that provide evidence regarding other program staff members' professional judgment, mental health, work habits, rules, or standards compliance.

In schoolwide programs led by the guidance program staff, guidance program staff leaders monitor how individuals carry out their responsibilities, regardless of department. Data regarding individuals who consistently do well and those who do not are shared with their supervisors and with the administration as well. How faculty members perform their schoolwide responsibilities is a legitimate topic for consideration in their performance evaluations. Building guidance program staff leaders have the responsibility to share relevant information—objectively and professionally—with the performance evaluators of other staff members.

Decisions about what kind of supervision is best provided by building guidance program staff leaders to nonguidance personnel are most effective when they are made jointly by the two program staff leaders involved. In most instances (we sincerely hope) the relationships between guidance program staff leaders and the leaders of other programs are harmonious and aimed at mutually shared goals; however, not all relationships are perfect and some situations are complex. Thus, it is our recommendation that when agreement between the two first-line supervisors is not possible, the judgment of the principal—the administrator of both supervisors—is needed to determine the best course of action.

Management of the Supervision Component

The supervision component of a performance improvement system is the largest in that it includes more activities than the other components. Whereas job defining, evaluation, and goal setting for professionalism enhancement each has one set of activities (i.e., conference, data recording, monitoring, and final conference), supervision activities vary depending on the kind of supervision provided, whether clinical, developmental, or administrative. Supervision activities occur continuously throughout the year. Administrative supervision, in fact, is done by building guidance program staff leaders daily. Developmental supervision may occur weekly or several times a month. Clinical supervision is provided less frequently for each staff member—perhaps only a few times per year, because supervisors' time commitment to it is extensive. The supervision provided meets the needs in the best interests not only of the students and other clients served by the comprehensive guidance program but also of each staff member. More than the other performance improvement system components, supervision is custom designed for each individual professional school counselor (and the other department and program staff members as well).

Because of its variety, length, and individualization, supervision is managed in order to be done effectively. Building guidance program staff leaders manage supervision through planning the supervision that will be provided to which staff members and when, holding effective weekly staff meetings, keeping meaningful personnel records, and continuously improving their own development as professional supervisors.

The Yearly Plan

As with planning and implementing the guidance program itself, the performance improvement system as a whole is best implemented when it is planned. As previously mentioned, the supervision component occurs from the first contract day of an individual's work year until the last, entails multiple activities, and is targeted for each individual. Thus, building guidance program staff leaders not only make it a conscious part of their work but also manage the time they spend in supervision by scheduling it. By consciously deciding what will be done for each staff member, building guidance program staff leaders ensure effective use of the time spent in supervision. By organizing when, where, and how they are able to provide it in the context of the comprehensive guidance program, they ensure efficient use of time and opportunities. Supervision priorities are set for and with each individual staff member. The behaviors to be emphasized for individuals are indicated by their needs as dictated by their specific job responsibilities, their professionalism enhancement and program improvement goals, and deficits identified in previous summative performance evaluations.

As delineated in Chapter 6, the different kinds of supervision lend themselves to different performance improvement priorities of school counselors in different professionalism categories. School counselors whose commitment and competence levels fit the Professional Counselor category benefit from the case consultations of developmental and administrative supervision, as well as other developmental supervision strategies that link to the professionalism enhancement goal-setting component. Often their goals involve increased professional leadership; thus, building guidance program staff leaders providing developmental assistance to them as they provide it for staff member colleagues (e.g., as mentors or in-service providers) has double pay-off.

Although they benefit from all three kinds of supervision, school counselors who fit the Unfocused Counselor category benefit most from clinical supervision. Improvement of their competence levels is the priority for these well-intended staff members. The in-depth analysis of one professional experience targeted toward specific competence development, drawing data-based conclusions, and relating generalizations to future practices provides for optimum use of this most time consuming of supervision strategies. These counselors also benefit from the intellectual development associated with the case consultations of developmental supervision and the feedback about time and case management provided in administrative supervision.

The priorities for different Disengaged Counselors vary depending on the cause of their depressed level of professional commitment. If how they intellectualize their effectiveness with clients is discrepant from how it is perceived by clients, clinical supervision is the vehicle for helping them have more accurate perceptions of their effectiveness. Case conceptualization as conducted in developmental supervision provides a means for encouraging them by building on their intellectual strengths. The individual conferencing of administrative supervision provides the opportunities for building guidance program staff leaders to confront the critic directly and personally engender the enhancement of their professional commitment.

Impaired Counselors need all three supervision strategies. They benefit from the competence development nurtured in clinical supervision, the conceptual development nurtured in developmental supervision case consultations, as well as the support for goal accomplishment. Through administrative supervision, building guidance program staff leaders strive to ensure their adherence to standards and regulations.

Although providing supervision to professional school counselors with high commitment levels is rewarding and effective, building guidance program staff leaders are particularly challenged in providing supervision to disengaged and impaired counselors. Ensuring that the most appropriate priorities are set for these efforts is essential. School counselors in these two categories are also the ones for which the data gathered in supervision are apt to tie most directly to negative performance evaluation ratings. (Evaluation is more fully addressed in Chapter 8.)

With the multiple decisions to be made and the need to use time efficiently, determining which kind of supervision is most useful for an individual and then considering how and when that supervision can best be done in the context of the program entail developing a supervision calendar that is superimposed on the yearly guidance program calendar (Gysbers & Henderson, 1994). For example, if Counselor A would be best served by clinical supervision of developmental guidance for 9th graders, guidance program staff leaders note when the 9th-grade guidance curriculum is planned and line out the time on the supervision plan for the year to allow for the full implementation of the five clinical supervision steps. If Counselor B would be best served in enhanced conceptualization of 12th graders as they develop their final post–high school plans, the developmental supervision case consultations regarding 12th graders should be scheduled in a timely manner for the benefit of Counselor B. Other examples of supervision plan formats useful for planning and tracking building guidance program staff leadership activities are provided in Appendix L.

Weekly Staff Meetings

In addition to providing opportunities for staff program planning as described in Chapter 3, weekly meetings of the staff provide opportunities for group supervision. Discussions of standards and expectations, goal accomplishment progress, ethical dilemmas, and in-service education opportunities and learnings, as well as both structured and impromptu case consultations, are appropriate staff meeting agenda items. Holloway and Johnston (1985) identified the agenda as including didactic information; case conceptualizations; the characteristics of the organization, the clients, and counselors' issues; the dynamics and development of the supervisory group itself; counseling theory, program philosophy, and practice; and listening to experts and counselor video- or audiotapes of counseling sessions as relevant to group supervision.

As group supervision, staff meetings provide "opportunit[ies] for peer review, peer feedback, and personal insight into interpersonal behavior relevant to the professional role" (Holloway & Johnston, 1985, p. 332). As described by McAuliffe (1992),

> Through group supervision, experienced counselors who are in Stagnation [Loganbill, Hardy, & Delworth's, 1982, developmental Stage One] can be helped to become "unstuck" by having complexity modeled for them in areas such as assessment and treatment options. . . . The group can provide a "holding environment" that supports the counselor during the doubt of Stage Two [Confusion]. Through group supervision the Stage Two counselor can also be challenged to provide more complex assessments and treatment plans, which in turn promote movement toward Stage Three, or Integration. (p. 169)

Holding staff meetings weekly at a regularly scheduled time of sufficient length provides not only opportunity for program planning and development of the staff team, but also a wealth of time and material for professionalism enhancement through supervision. A sample weekly building staff meeting agenda is included in Appendix K.

Personnel Recordkeeping

It is the responsibility of building guidance program staff leaders to ensure that school counselors' and the program recordkeeping practices meet the standards of the counseling profession as well as the school-based legal requirements. Professional standards for client-related recordkeeping include consents for counseling, client contracts, beginning and termination dates, notes on contacts, consultations, client data supporting issue assessment, diagnosis and treatment plans, "homework," and aftercare plans (Bernard & Goodyear, 1992). Legal requirements include those intended or regulated by federal and state laws regarding family rights and privacy, education, and confidentiality.

Similar rules and recordkeeping practices are suggested or required of supervisors in their work with counselors. Building guidance program staff leaders maintain individual files on their staff members. These serve a variety of purposes, including maintaining documentation that supports performance evaluation, as is discussed further in Chapter 8. As good notetaking and recordkeeping support effective counseling practice, so do they support the practice of effective building guidance program staff leadership. Recognizing the connection to performance evaluation reminds building guidance program staff leaders of the cautions and precautions needed to ensure appropriateness of these records and notes.

For the purpose of supporting all three types of supervision, building guidance program staff leaders maintain both records and notes relevant to supervisory relationships and practices. Differences as defined by laws and policies between records and notes are adhered to. Recommendations for appropriate notetaking are followed. Records include such items as job descriptions and professionalism enhancement goals, supervisory contracts, and, if relevant, notations of supervisory sessions and activities or cases discussed. Notes include more personal interpretations or professional judgments regarding supervisees' needs, professionalism assessment data, information regarding supervision issues and concerns, and problems experienced in supervision (Bernard & Goodyear, 1992).

Given the ongoing nature of the relationship between building guidance program staff leaders and their school counselor supervisees, such records and notes are valuable data enhancing reflection and insight. They fulfill an important role in supporting careful thinking about supervisee development and professionalism enhancement or decline, allowing building guidance program staff leaders to see patterns of behaviors, which are the food for future leadership interventions.

Professionals' preferred methods for recordkeeping and notetaking are highly individualistic. Individuals use files, note cards, notebooks, and computerized systems as separate methods or in combinations. What matters is that the system works for the individual, that it is respectful of the supervisees' rights to privacy and confidentiality, and that it is legally appropriate.

Supervisors' Development

To manage the quality of the supervision they provide, building guidance program staff leaders continuously enhance their professionalism as supervisors. Not only is continuous development of their supervisory skills valuable to building guidance program staff leaders, but also "supervisees need to witness the professional development of their supervisors. As a supervisor, the best way to do this is to invite feedback and use it" (Bernard & Goodyear, 1992, p. 109).

To fulfill the intricate supervision role effectively, building guidance program staff leaders are challenged to grow in two dimensions: in counseling and in supervision. As a field, counseling continues to increase its body of knowledge and hone its craft. Our clients—students, parents, teachers, and so on—present not only familiar issues but also new ones, as society itself grows and diversifies. Of the four roles fulfilled by building guidance program staff leaders (i.e., administrator, manager, professional leader, and supervisor), the supervisor role most draws on their school counselor competence. Current knowledge is necessary to best protect the welfare of the clients, provide meaningful feedback to the school counselors, and assist them in accomplishing their goals and adhering to professional standards.

The art and science of supervision as described in the literature of both counseling and instruction continue to develop.

> Current writings include statements about how effective supervisors conduct supervision, including the use of direct methods (e.g., review of audiotapes, live observation), flexibility in using a supervisory approach that matches the learning needs of a supervisee, attentiveness to a wide range of counselor developmental issues (e.g., skills, case conceptualization, self awareness, client assessment and test interpretation), and provision of ongoing feedback and periodic formal evaluations. (Borders, Cashwell, & Rotter, 1995, pp. 54–55)

Building guidance program staff leaders have increasing opportunities to enhance the professionalism of their supervision. To date, most states do not specify required training for school counselor supervisors, but as the profession readies itself to provide such, the requirements and the training will follow. Currently the responsibility for providing supervision training belongs to school districts and to individuals who want to pursue it. They adapt related supervision coursework to school counseling (Henderson & Lampe, 1992). Professional development of building guidance program staff leaders is more fully addressed in Chapter 10.

If the Building Guidance Program Staff Leader Is Not a Professional School Counselor

In the counseling profession, "the consensus seems to be that effective supervisors are credentialed, experienced counselors who have had additional training specific to supervision" (Borders et al., 1995, p. 54). Building guidance program staff leaders who are not professional school counselors but who have generic supervision skills may fulfill some aspects of the supervisor role with these skills, they can seek training to support provision of a specific type of supervision, and they can design and implement systems in which professional school counselors are delegated the authority and responsibility to conduct professional supervision. Possible providers of each kind of supervision were suggested as each was described. A brief summary is provided below.

Clinical Supervision

To provide clinical supervision, as we have defined it, requires detailed competence in school counseling strategies. We recommend that building guidance program staff leaders without school counselor expertise design systems for using expertise of others. In their study, E. B. Roberts and Borders (1994) found that school counselors want the clinical/technical supervisor "to have a counseling background. Specific choices included mentor counselor, director of counseling, clinical psychologist, peer counselor, and counselor educator" (p. 155).

Remley, Benshoff, and Mowbray (1987) suggested that "An alternative to receiving clinical supervision from an administrator is to have a peer supervision relationship with a colleague. A significant advantage of a peer arrangement is that two counselors can benefit from the desired clinical supervision simultaneously" (p. 54). They cautioned that "It is essential that both parties feel comfortable in (trust) the relationship and are free to explore counseling approaches without fear of harsh criticism. The two counselors will bring different experiences, educational training, counseling styles, and clinical strategies to the relationship" (p. 54). They proposed a model that provides the needed structure to facilitate the initiation and implementation of the relationship. For supervision of any kind to be effective, including structured peer supervision, training in supervision purposes, models, and strategies needs to be provided as well.

Developmental Supervision

The developmental supervision strategies provided by building guidance program staff leaders rest as much on professional administrative skills as they do on counseling expertise. Facilitating goal attainment, arranging mentoring programs, and supporting in-service education and training or professional affiliation require knowledge of the opportunities provided by the school counseling profession and application of generalist administrative skills. Even structured, formal case consultations can be arranged for by building guidance program staff leaders who are not professional school counselors.

Implementation of plans to accomplish mutually agreed on goals is also a basic administrative skill. Building guidance program staff leaders have the authority needed to monitor and encourage or support an individual's accomplishment of a plan. Counseling profession information is particularly useful when counselors are stuck in their progress and need ideas about what to do next that is in line with school counselor program and performance standards. The mentoring programs suggested in the school counseling literature do not rely on the school counseling expertise of building guidance program staff leaders, but rather suggest the use of peer counselors designated by the district. In our model, mentors—or peers selected for any leadership role—are drawn from the ranks of counselors fitting the Professional Counselor category of professionalism. As with goal-related action plan implementation, support for and encouragement to participate in in-service education and training opportunities and to affiliate with the counseling profession through participation and involvement in counseling associations primarily require administrative support. Time, energy, and sometimes money are essential resources for developmental supervisors to apply. Again, it is helpful for developmental supervisors to have some basic information about what a counselor's needs are for professionalism enhancement and the counseling-relevant resources available to meet these needs. Generalist administrators can acquire this knowledge with specific training.

The purpose served by the developmental supervision strategy of structured case consultations is the enhancement of school counselors' skills in case conceptualization and management. It is a strategy for developing enhanced problem-solving skills. Generalist administrators can arrange for this strategy to occur, but mature, professional counselor expertise is required for its effective leadership. Noncounselor building guidance program staff leaders may designate professional-level counselors from the same building or from the school district to provide this strategy or otherwise contract with a counseling professional from the community (e.g., a mental health service providing agency, a counselor education program).

Administrative Supervision

Although in our opinion it is best when building guidance program staff leaders are professional school counselors with administrative authority, either some of the administrative supervision topics can be addressed meaningfully by someone without school counseling expertise or administrators can provide resources for addressing the specialized counselor issues. Generalist administrators have the skills needed to carry out the administrative supervision strategies of holding individual conferences, conducting staff meetings, and delegating authority and responsibilities to others.

Professional generalist administrators have expertise also required of professional school counselors and can effectively provide supervision regarding such basic skills as decision making, problem solving, and communication. They also recognize and enforce appropriate work habits and compliance with laws, policies, regulations, and procedures. Development and maintenance of healthy and meaningful inter- and intraprofessional relationships are also the expertise of effective administrators, and about which they can provide supervision.

Generalist administrators rely on others with professional school counselor expertise to supervise school counselors regarding their exercise of professional judgment, consultation needs posed by problematic client cases, personal mental health issues, client relationships, adherence to professional and, to some extent, program standards, and the appropriate application of ethical standards.

Summary and a Look Ahead

Supervision is the fullest component of a performance improvement system.

> The cyclical nature of the supervisory process is enhanced by the lengthy supervisor–supervisee relationships typical of elementary and secondary school settings. The multiple opportunities for supervision over significant lengths of time allow [school-based] supervisory relationships to be rich ones. (Henderson, 1994c, p. 30)

As detailed by Borders (1994a),

> One joy and challenge of being a supervisor is the necessity of using skills from a variety of professional roles and knowing when to use each one. I must draw on my teaching, counseling, and consultation background, but integrate them in a unique way. During one supervision hour I may be highly structured; at the next, I may deliberately avoid giving suggestions. With each I am operating on today's goals within a larger context of long-term development. (p. 24)

This chapter has described the means and purposes of providing supervision to school counselors and other guidance department and program staff members. Supervision—clinical, developmental, and administrative—comprise one component of the performance improvement system. Because of its complexity, the supervision component requires building guidance program staff leaders to manage these responsibilities systematically. It is the component whereby assistance for guidance program staff members is custom designed to facilitate the fulfillment of individuals' specific jobs, the attainment of their professional improvement goals, and the achievement of "clearly outstanding" performance evaluation ratings by all school counselors. The last is the subject of Chapter 8, in which is described meaningful procedures for objectively evaluating the performance of professional school counselors.

Chapter 8

Evaluating School Counselors' Performance

Competencies:
Is decisive
Makes evaluative judgments fairly
Applies knowledge of professional standards
Applies findings from research
Gathers and processes information
Exercises power judiciously
Communicates criticism constructively

THE EVALUATION COMPONENT is the culmination of the performance improvement system. Because of their high stakes, the activities associated with performance evaluation are the most challenging to the relationship between building guidance program staff leaders and school counselors. The activities and procedures are formalized by statutes and policies.

Although we envision the performance improvement system as cyclical, new "rounds" begin for school counselors at the beginning of each school year with the definition of the expectations for their performance in their specific jobs for the year. This job description guides subsequent performance improvement activities, including performance evaluation. The job description provides the basis for providing relevant supervision as well as evaluation. It also suggests relevant data for inclusion on the evaluation instrument. The supervision activities that occur throughout the year contribute data as school counselors and building guidance program staff leaders compare and contrast individuals' performance with job-related standards. The evaluation activities include the summarization and summation of these data, their analysis, and the presentation of relevant conclusions in conferences and in writing. In turn, the evaluative judgments and summative feedback suggest areas for continued professionalism enhancement by school counselors (the evaluatee) and guide the setting of future goals as well as the making and implementing of plans for attaining them. These goals and plans continue to the subsequent year or "round" of the performance improvement system cycle. Completing the cycle, the assessment of goal attainment and level of action plan implementation are directly reflected in the summative evaluation of performance.

Although the primary purpose of the performance improvement system is continuous improvement of every staff member's performance, it has multiple other purposes as are more fully detailed in this chapter. At the other end of the spectrum from helping focus an individual's performance improvement efforts is the system's purpose of using performance evaluation as the vehicle for terminating staff members whose performance is consistently unsatisfactory. The weight of this negative purpose raises the level of concern of staff members and staff leaders alike. Many educators value security and desire to perform professionally. Thus, the use of evaluation procedures to terminate a small minority of staff members challenges many (maybe most) relationships between building guidance program staff leaders and school counselors. It is the possibility of unfair, discriminatory, or arbitrary and capricious actions by individuals in power (staff leaders) over other individuals (school counselors) that dictates adherence to legally appropriate procedures that safeguard the rights of both employees and employers. These considerations are infused throughout the chapter.

In this chapter the discussion is limited to the evaluation of the performance of professional school counselors. Depending on the size of the student body, the building staff, and the organizational structure within the building, many building guidance program staff leaders have evaluative responsibility for other guidance department staff members (e.g., paraprofessionals) and for other participants in the guidance program (e.g., teachers as student advisors). Staff leader approaches discussed for use in supervision (Chapter 7) relate to evaluation as well. In addition, the basic tenets described here apply to the fair and just evaluation of any staff member's performance; the details may vary.

The chapter begins with the definition and purposes of performance evaluation. Meaningful evaluation can only occur when both the evaluator and evaluatee are clear as to what is evaluated. The next section of the chapter describes what is evaluated in the performance expectation model presented in this book, which rests on the comprehensive guidance program model described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994). There follows a discussion of the roles fulfilled by building guidance program staff leaders and school counselors in carrying out performance evaluation activities. Finally, the procedures and activities included in the performance evaluation component of the performance improvement system are outlined.

Definitions and Purposes

Definitions

By definition, e*valu*ation entails making a judgment about the worth and *value* of whatever is being evaluated. The following is a somewhat simplified list of steps (adapted from Scriven, 1981) in an evaluation process:

- State the evaluation question
- Determine the purpose, audience, and anticipated uses of the evaluation
- Gather the data needed to answer the evaluation question
- Analyze the data by applying the predetermined standard
- Draw evaluative conclusions based on the data
- Consider the context in which the data were gathered
- Communicate results of the evaluation to identified audiences
- Make recommendations
- Develop action plans

This chapter applies that process to the performance evaluation of professional school counselors.

Performance evaluation entails one person (a building guidance program staff leader) judging the value of the job-related work of other persons (each school counselor). Note that although the building guidance program staff leaders' job is to evaluate the school counselors' *professionalism*, it is not their job to judge the *personal* worth of each individual. As professional counselors work "in support of the worth, dignity, potential, and uniqueness of each individual" (American Counseling Association, 1995, p. 1), so too do professional building guidance program staff leaders. We also believe that, in addition to being evaluated by their staff leaders, professional school counselors evaluate their own performance.

Because it focuses the feedback and standards from the other three components, evaluation of staff members' performance is the centerpiece of the performance improvement system. It is not an isolated activity, but is rather the summative activity in the system. The activities in job defining (Chapter 5) and professionalism enhancement goal setting (Chapter 6) focus on standards clarification. Supervision activities (Chapter 7) provide feedback (i.e., formative evaluation information). "Formative evaluation is concerned less with judging and rating . . . than with providing information that helps improve [professional] performance" (Sergiovanni, 1984, p. 402).

Because the evaluation of employees' performance supports recommendations regarding their continued employment status, the actions of evaluators and the activities of the evaluation component are bound by employment laws and ethical principles. "Employment law is comprehensive and complex" (Kemerer & Crain, 1995, p. 1-6) and is "significantly influenced by federal and state statutes" (Kemerer & Crain, 1995, p. 1-22). Fair employment practices are stated in federal laws and regulations. Each state establishes employment laws and regulations for professional educators, particularly those in public school systems. School districts establish policies and procedures for implementation of legally correct evaluation systems within the district. Building or district guidance program staff leaders whose job descriptions designate their evaluation responsibilities adhere to these practices, laws, regulations, and policies. Because the laws of each state and policies of each district vary and because we are not experts in the law, we do not address specific legal points or issues in this chapter. We do, however, identify legal and ethical consideration points for building guidance program staff leaders and advise thorough knowledge of these as they apply in the state and school district in which they work.

Purposes

As with the evaluation of programs (Gysbers & Henderson, 1994), meaningful evaluation of personnel entails clarity not only of what is being evaluated but also why, for whom, and how the results will be used—in the terminology of evaluation science, the purpose, audience, and anticipated uses of the evaluation (Scriven, 1981). Personnel performance evaluation has several purposes and several audiences, and the results are used in several ways.

Why Performance Evaluation Is Done

The primary purpose of evaluating the performance of professional school counselors is to strive for provision of the highest quality services to students. Through relating the data gathered regarding a counselor's performance to the identified performance standards, strengths and weaknesses are identified. The weaknesses become targets for professionalism enhancement plans, and the strengths become the foundation on which to build not only improved performance but also an improved program. As individuals move closer to the professionalism ideal, performance evaluation provides a means for identifying those who are able to make special contributions and those who are potential leaders (Maliszewski, n.d.).

The time and talent of school counselors are the largest resources applied to the guidance program. Thus, as also noted by Maliszewski (n.d.), the quality of the guidance program is inextricably linked with the quality of the performance of school counselors, making counselor performance evaluation critical to the improvement and maintenance of high-quality comprehensive guidance programs. Summative performance evaluation summarizes counselors' level of value to students, the program, and the school system.

As mentioned previously, the performance evaluation component of the performance improvement system is the means by which building guidance program staff leaders and school administrators recommend the ongoing contract status for individual school counselors, whether a professional's contract will be renewed, extended, or terminated. In most states, the evaluation form is not only a tool for increasing communication between counselors and building guidance program staff leaders (Maliszewski, n.d.) but also a legal document with direct relationship to the employment contract that establishes the official relationship between the employer and employee. Because of this connection, the evaluation procedures and related activities must ensure that due process and other employee rights are attended to.

For Whom Performance Evaluation Is Done

Related to its multiple purposes, performance evaluation has several audiences. The primary recipient of the summative evaluation feedback is the individual counselor. Building guidance program staff leaders learn about their staff members as they gather data, analyze them, and draw their conclusions. School building and district administrators in "the chain of command" above building guidance program staff leaders who share responsibility for the guidance program and staff members' performance (e.g., principals, directors, and superintendents) are also users of performance evaluation conclusions and recommendations.

In addition to those with responsibility for the guidance program, the personnel or human resources departments in school districts have access to individuals' evaluations and are often the school district's bureau for maintaining the records and files on individuals. They are also typically charged with ensuring the appropriateness of the procedures used in hiring, contracting, and termination practices. Outside the school district, other government agencies are charged with ensuring fair employment practices (e.g., Fair Employment Practices Commission and Office of Civil Rights). Procedures and forms must adhere to their standards and regulations. With appropriate cause, they may access individuals' records. The guidelines linked to Equal Employment Opportunity legislation "demand that organizations be able to defend the basis for personnel decisions, such as promotion, hiring or firing, and salary. Beyond their value in professional development, performance evaluations provide the basis for such administrative decisions" (Falvey, 1987, p. 44). If employees choose to protest administrative evaluation or contract decisions, they may opt to exercise their rights to carry their protest up the school system channels to the state education agency or out of the system channels to courts of law. Along these routes, employees have rights to open, public hearings.

As Loganbill, Hardy, and Delworth (1982) stated, "In cases where an outside party is asking for the evaluation, the supervisor may not always be able to provide only that feedback which is facilitative to the supervisee" (p. 5). The summary nature of summative evaluation (relying on the full range of professionalism standards and all data sources), its multiple purposes (from identifying leaders to terminating impaired workers), and potentially broad array of audiences (from the individual counselor to the mass media in an open, public hearing) force building guidance program staff leaders to provide all of the feedback required by the system and merited by staff members. The larger audience must always be kept in mind.

How Results Are Used

Any kind of evaluation results are used to make decisions, recommendations, plans, and actions. Although the results may be used by several "audiences" serving multiple purposes, the primary use of summative evaluation is by professional school counselors themselves and building guidance program staff leaders whose responsibilities include assisting the counselors in their professionalism enhancement. In the performance improvement system described in this book, individual school counselors are the primary users of the evaluation information, and building guidance program staff leaders secondary or supportive users. Although the potential use of the performance evaluation results must always be remembered, their actual use by other school building or district administrators (either guidance or personnel/human resources) and by other public agencies is reserved for exceptional cases.

Whatever professionalism category describes an individual, school counselors can (and should) use the results of their performance evaluations to focus their improvement efforts. For Professional Worker school counselors, evaluation is the means to promote excellence through attainment of ever higher levels of professional expertise (Housley, McDaniel, & Underwood, 1990). For Disengaged Workers and Impaired Workers, it is a means to raise their level of concern regarding their levels of commitment. For Unfocused Workers and Impaired Workers, it is a means to raise their levels of concern for the purpose of motivating them to improve their levels of competence. As described in Chapter 6, targeted professionalism enhancement goals are built on the conclusions drawn in summative evaluation.

In addition, guidance staff leaders use evaluation results for individuals and for groups of individuals to provide the "framework for staff development and technical assistance" (Housley et al., 1990, p. 298). If several or all members of their program staff need to improve their group counseling skills, for example, they focus on this together as a team.

Clarifying What Is Evaluated

The Evaluation Questions

As with the evaluation of a program (Gysbers & Henderson, 1994), meaningful evaluation of personnel entails not only clarity of the purposes, audiences, and anticipated uses of the evaluation but also clarity as to what is being evaluated—in the terminology of evaluation science, the evaluation question (Scriven, 1981). The traditional blurring of the lines separating guidance program, student outcome, and school counselor performance evaluation has caused confusion in the definition of what is evaluated in these different elements of guidance programs (Gysbers & Henderson, 1994). As more fully described in *Developing and Managing Your School Guidance Programs* (Gysbers & Henderson, 1994), program evaluation measures the quality and balance of the activities implemented through the program against standards established in the written program design. Student outcome evaluations assess the impact of the program activities and the application of staff members' performance on students' growth and development. Performance evaluation measures the quality and balance of professional school counselors' application of their competencies and commitment in carrying out the program and in their work with or on behalf of students.

To evaluate the performance of a school counselor, one must ask two evaluation questions:

1. How well does this counselor's use of relevant competencies and level of commitment rate according to district, program, and professional standards for performance of each role?
2. Considering the amount of time spent in each school counselor role, how completely does this counselor perform the job?

Building guidance program staff leaders and professional school counselors, thus, make two sets of evaluative judgments regarding school counselors' performance. How does the quality of their performance rate? In the context of the comprehensive guidance program, the job description for each individual counselor quantifies the relative weight of each role expected to be used by the counselor. The overall evaluation of performance is, therefore, a function of the quality and quantity of a counselor's fulfillment of the roles. The communication of these judgments is facilitated by a performance evaluation form. Discussions regarding the standards used in making these judgments, the rating of the quality of performance, the weighting of the quantity of performance, and the development and design of an appropriate school counselor evaluation form follow.

Standards

A hallmark of professionalization is the clarification of expectations and standards for the professionals. As described in the context of supervision (Chapter 6), the standards against which school counselors' performance is evaluated are drawn from multiple sources from the disciplines of counseling and education, including not only standards of competent practice but also those associated with professional commitment. Standards for ethical and legal behavior are expressed by the profession and in statutes. At the school district and building levels, across departments, and within guidance departments, standards are established for employee performance. The practices, theories, and techniques that fit a school district or building guidance program provide the primary basis for expression of the expectations for school counselors' performance and for evaluating that performance. The designed guidance program provides the platform for agreement on the definitions of the professional roles to be fulfilled and the competencies and commitments that are relevant to its effective implementation.

Although different authors use slightly different terminology, the school "counselor's role, function, and essential competencies have been identified in counseling literature" (Schmidt, 1990, p. 86). As identified by Schmidt (1990), the roles are program planning, counseling, consulting, coordinating, student appraisal, professional practices, and development. In the *Texas Evaluation Model for Professional School Counselors* (Texas Counseling Association, 1991), the identified roles are labeled guidance, counseling, consultation, coordination, assessment, program management, and professionalism.

Rating: Applying the Standards

In rating a school counselor's performance, the evaluator makes a judgment about the quality of that performance. A statement is made as to how closely that performance matches the standards, how near or far it is from perfection or excellence. To be fair, "assessment must be based on objectives that are both explicit and measurable" (Housley et al., 1990, p. 295). As Harris (1994) reminded us, "clear standards relieve anxiety on both parts" (p. 20) of the evaluation dialogue. The more detailed the description of each role, the clearer the communication of the standard. To be most useful, the criteria are expressed in behavioral terms as much as possible.

Through its literature, the counseling profession, including school counseling, describes effective techniques and theories that define effective guidance, counseling, consultation, referral and coordination, assessment, program management, and professionalism practices. For optimum use in a performance improvement system, these descriptions of effective professional practices that constitute each professional role are defined by the competencies required to fulfill them. Evaluators, supervisors, and school counselors are further assisted by specific descriptions of each of the competencies. These descriptions consist of more specific indicators of competence and behavioral descriptors; for example, the Mississippi Counseling Association in collaboration with the Mississippi State Department of Education "identified 11 competencies and 42 indicators for the performance competencies" for school counselors (Housley et al., 1990, p. 295). The Texas Counseling Association (1991) model has seven roles, 15 competencies, 39 indicators, and 245 observable descriptors.

Thus, to be most useful in evaluation, the professional roles are described not only by competencies but also with the specification of indicators and descriptors of competence. An example of a portion of the specification of one role, counseling, is provided in Figure 8-1. To describe performance expectations for counseling, we identify three competencies, seven indicators of competence, and multiple descriptors of each indicator. The full example is provided in Appendix D.

The specifics for the expanded description of the counseling role are based on those identified for guiding practice in schools (Northside Independent School District, 1986; Texas Counseling Association, 1991) and those identified in the counseling literature (Borders & Leddick, 1987; Sexton & Whiston, 1991). With such detail provided, the basis for and the communication of the evaluative judgment of the quality of a school counselor's performance of a role are made clear.

Weighting: Considering the Context

As described in Chapter 5, each school counselor's job varies from that of another counselor. The variance may be caused by having different student caseloads, different program responsibilities, or both. When the variance significantly affects the relative amount of time a counselor spends fulfilling each role, we recommend the assignment of weights to reflect this quantitative difference and to provide a mathematical means for applying this difference in the summary performance evaluation.

In the context of the comprehensive guidance program, the design for the program is expressed quantitatively as well as qualitatively (Gysbers & Henderson, 1994). Given that a school counselor's time is the largest and most important resource appropriated to the guidance program, the quantitative design of the program establishes the percentage of time school counselors spend conducting various program activities and, thereby, fulfilling various roles. As described in Chapter 5, the job definition for each counselor includes the specification of their roles in the conduct of the four components of program activities: guidance curriculum, individual planning system, responsive services, and system support (Gysbers & Henderson, 1994). Relatedly, it includes how much of their time they are expected to spend in each role as they fulfill these responsibilities. In other words, each counselor's job definition reflects the qualitative and quantitative design of the portion of the program that he or she implements.

FIGURE 8-1
Example of Roles/Competencies/Indicators/Descriptors
Role: Counseling

COMPETENCY I: Establishes Meaningful Relationship(s)

- Indicator 1: Selects high-priority clients
  - Descriptors:
    - Uses relevant data for counselee selection
    - Gathers needed information from referral source(s)
- Indicator 2: Conducts precounseling interview(s)
  - Descriptors:
    - Clearly articulates purpose of counseling
    - Clearly articulates methods of counseling to be used
    - Seeks parent permission in a nonthreatening way
    - Informs counselees of the parameters of confidentiality

The job definition for comprehensive school counselors whose caseloads consist of an equal share of the students and who carry out program activities in an evenly balanced program may not require weighting to differentiate their expenditure of time in each role. Many times, however, within the comprehensive guidance program and based on individuals' strengths and weaknesses, different school counselors take different responsibilities for implementation of specific activities. Although typically all counselors carry out the same proportion of the developmental classroom guidance activities, one counselor may, for example, carry more of the responsibility for consulting about the school testing program and helping faculty whereas other staff members interpret assessment results. The percentage of time spent by comprehensive school counselors in various component activities often varies at the different school levels (i.e., elementary, middle/junior high, and high school).

At the other end of the spectrum, the job definition for specialist school counselors is narrowed by their assigned caseload or their specialty responsibilities. These school counselors have augmented their school counselor training with specialized coursework, training, and experience. Example specialist school counselors are those whose caseloads consist of students with special needs or issues (e.g., bilingual or special education students, actual or potential substance abusers). They or others may carry out program activities in a special element of the guidance program. Some school counselors specialize in small-group counseling within Responsive Services. Others are career development specialists who provide small-group career guidance within the Individual Planning System. Building guidance program staff leaders spend more time in program management within the System Support component. Each of these require the application of different weights to reflect the variance in their expenditure of time in different roles.

As just discussed, identifying within which counselors' job descriptions weighting needs to be done is one of the first tasks to be accomplished in assigning weights. When in the evaluation system the weights are applied is decided in the design of the performance improvement system itself. The weights are applied when the summary performance evaluation is being figured, and thus are applied at the same level as the qualitative evaluation. In other words, if the qualitative judgments are summarized by role, then the weights are applied at the role level. If the qualitative judgments are summarized among the competencies, then the weights are applied at the competency level, and so on. For simplicity of calculation, we use the role level here to exemplify how weights are assigned.

The example is based on defining school counselors' jobs as including seven roles: guidance, counseling, consultation, coordination, assessment, program management, and professionalism. The weight numbers are symbols for the relative amount of time spent on each role by an individual in the conduct of the assigned job. For consistency of the impact of the application of the weights assigned to describe the jobs of various school counselors within a school district's performance improvement system, the number reflecting the total amount of time (100%) must be the same for every counselor. In our example, we begin our weight assignments with 1 weight available for each role, equaling a total of 7. Thus, 7 represents all (100%) of a school counselor's time available for his or her job.

If a school counselor fulfills all roles and their program responsibilities are equally balanced for the use of those roles, each role for the counselor would be worth 1 weight. (These examples are displayed graphically in Table 8-1.)

Counselor A displays this equal priorities/equal weight example. If a counselor is assigned to spend significantly more time in one role than a comprehensive school counselor and in comparison with the other roles, more weight is added to that role. If it is true that the total amount of time available to the job (100%) is the same for each counselor and is reflected by the total number 7, then additional time applied to one role must be taken from another. Counselor B—

TABLE 8-1 Examples of Weight Assignments/Job Descriptions

	WEIGHTS		
	COUNSELOR A	COUNSELOR B	COUNSELOR C
Guidance	1	2	0.25
Counseling	1	2	0.25
Consultation	1	0.5	0.25
Coordination	1	0.5	0.25
Assessment	1	0.5	2
Program Management	1	1	2
Professionalism	1	0.5	2
Total =	7	7	7

possibly working with a caseload of students with special needs—displays an example of a school counselor whose job role priorities in terms of time spent in those roles are guidance and counseling, and who spends less time in consultation, coordination, assessment, and professionalism roles. Counselor C—possibly a building guidance program staff leader—displays an example of a school counselor whose job role priorities in terms of time spent in those roles are program management, assessment, and professionalism and who spends less time in guidance, counseling, consultation, and coordination roles.

These weights are determined during the job-defining activities conducted at the beginning of an evaluation cycle, typically held at the beginning of the year. Their purpose is to provide equity and fairness by having individuals' evaluations reflect their performance in terms of the quantitative standards as well as the qualitative standards for their individual jobs. If, as the year unfolds, the program design is shifted, either as a whole or for an individual, the weighting decisions are reconsidered as well. Just as the initial weight decisions are made as a result of mutual deliberation between building guidance program staff leaders and school counselors in the context of program planning, so too are any changes in weight assignments. The impact of the weighting decisions is felt during the summative performance evaluation activities, typically held at the end of the year. Their impact on the summary evaluation rating is discussed later on in the chapter.

Form Development and Design

The development of a performance evaluation form occurs not only in the context of designing the activities of the performance evaluation component, but also in that of the performance improvement system as a whole. Figure 8-2 lists 19 decisions that are needed to flesh out the performance evaluation component of the performance improvement system and that are documented on the evaluation form.

Several of these decisions are made long before an appropriate performance evaluation form can be designed and developed. These have been previously discussed in this book, including Decision 1, to develop or improve a performance improvement system that is relevant to professional school counselors; Decision 2, regarding the roles and relevant competencies and commitments applied in the guidance program; and Decision 3, the definitions of these roles in more specific indicators and descriptors of competence and commitment. Decisions 14, 15, 16, and 19—those regarding the timeline and procedures, the job definition, supervision, and professionalism enhancement goal-setting processes—and their relationship to overall performance evaluation have also been made.

FIGURE 8-2

Decisions to Make in Designing the Performance Evaluation Component of the Performance Improvement System for a School District

1. Decide to improve the performance evaluation component of the District's performance improvement system.
2. Agree on the definitions of the roles, competencies, and commitments that are relevant to the guidance program and individuals' specific job descriptions.
3. Extend these definitions by specifying indicators and descriptors for each of the roles, competencies, and commitments.
4. Decide on the organizational structure of the form that best reflects the District's priorities for counselor performance.
5. Decide what will be rated: roles, competencies, indicators, and/or descriptors.
6. Define the relationship of ratings in subcategories to the composite rating of each role and to the summary or overall evaluation rating, both conceptually and mathematically.
7. Determine what qualifications and training are needed by counselor evaluators.
8. Define the number and definitions of rating categories (e.g., 5- or 4- or 3-point scale; clearly outstanding, exceeds expectations, meets expectations, below expectations, unsatisfactory, not applicable).
9. Decide if and how numerical symbols are to be used to quantify or summarize the evaluation results at each level of figuring.
10. Determine if and how role/competency weighting will be done.
11. Decide what contextual data are relevant to consider in the overall performance evaluation and how they will be figured in and recorded.
12. Decide on the format of the performance evaluation form.
13. Design the performance evaluation form.
14. Define the procedures and timeline for conducting performance evaluation component activities.
15. Outline what is to be decided in the job-defining conference and design the documentation form.
16. Decide what data acquired in supervision activities are appropriate to use to support evaluative judgments, including specifying the interrelationships of the performance improvement system components.
17. Agree on the point of reference for beginning the rating (e.g., each individual is assumed to "meet expectations" and earns ratings above/below that, or each begins as "clearly outstanding" and earns ratings below that).
18. Define the purpose and means of counselor self-evaluation, its relationship to the guidance program staff leader's evaluation, and design the documentation.
19. Define the basis and means for professionalism enhancement goal setting and action planning, the relationship between these and performance evaluation, and design the documentation.

Decision 13, the design of the form itself, reflects these systemic decisions. The design summarizes the performance standards and causes the application of other evaluation-related decisions (e.g., the application of weights). It is also the primary tool used to communicate evaluative judgments. Its design must provide for fairness by accurately mirroring the system and the interrelatedness of its parts. To be just, the design must provide for clear communication of the judgments. Because it is written, it forces precision in communication. Because it is a document, it is the record that verifies that proper procedures—as defined by professional practice, ethics, and laws, including district policies—were followed; or it is the record that provides evidence that proper procedures were not followed.

Information From Other Performance Improvement System Components

In the model described in this book, the performance evaluation component includes the summary evaluation of the quality of counselors' performance of their individually defined jobs within the comprehensive guidance program. The data supporting the evaluative judgments are drawn from supervision experiences and observations. The summative evaluation also includes assessment of the levels of attainment of counselors' various professionalism enhancement goals and leads to recommendations regarding their next professionalism enhancement goals. The form, thus, includes the means for recording for each counselor the weights determined to describe the appropriate balance among the professional roles in the performance of their jobs, the data sources used by the evaluator and evaluatee, the professionalism enhancement goals for the year, and the assessment of goal attainment for each. The first three items—the weights, data sources, and goals—were mutually agreed to in the job-defining activities at the beginning of the year (Chapter 5).

Assigning weights to accurately represent the expectations for an individual on the job is one way to ensure the context of an individual's work properly influences the summative evaluation rating. In our opinion, although meaningful evaluation systems are based on measurable standards, concrete evidence, and hard data, they allow for the consideration of some subjective, contextual information (Decision 11). In many instances the subjective, contextual information explains factors that may be one-time, short-term, or temporary causes for unusual evaluation ratings. The design of the performance evaluation form must allow a place for briefly noting extenuating circumstances; examples of such are given later in the Activities section.

Data Organizer

Having defined the standards for professional performance in terms of roles, associated competencies, indicators, and descriptors in the context of the comprehensive guidance program, the basic organizational scheme for summarizing and presenting the evaluation judgments must be determined. The evaluation form used should fit the district's and building's guidance program and the school counselors' roles, responsibilities, and priorities within it (Decision 4). Two different organizational schemes we are aware of are offered as examples. The first organizes the evaluative feedback according to the components of the comprehensive guidance program (Gysbers & Henderson, 1994); the second, according to the roles identified as those fulfilled by school counselors (Northside Independent School District, 1997).

An example of a performance evaluation form organized according to the comprehensive guidance program components identifies the *roles* expected of school counselors as they implement guidance curriculum, individual planning, responsive services, and system support activities (Gysbers & Henderson, 1994). The *competencies* identified as those expected in implementation are skills in, respectively, instruction; guidance; counseling, consultation, and referral; and the provision/enlisting of program support. *Indicators* are provided on the form; for example, the individual planning system component is as follows:

> Implements the Individual Planning System through the effective use of guidance skills, including
>
> a. careful planning of sessions
> b. presentation of accurate, unbiased information
> c. involvement of students in personalized educational and career planning
> d. accurate and appropriate test result interpretation
> e. selection of individual planning activities consistent with identified, high-priority students needs, and district goals (in Gysbers & Henderson, 1994, p. 330)

The *descriptors* are available to counselor evaluators in a handbook (Northside Independent School District, 1986); for example,

c. involvement of students in personalized educational and career planning.
The counselor:
1. helps students establish goals and use planning skills
2. knows students' abilities, achievements, interests, and goals
3. effectively uses consultation skills as needed
4. encourages parental input into student planning
5. correctly assesses students' educational and career aspiration and information needs
6. makes appropriate and appropriately presented recommendations
7. conducts activities with groups of sizes conducive to ensure effectiveness and efficiency (in Gysbers & Henderson, 1994, p. 467)

(An example of a complete form organized according to the comprehensive guidance program is available in Gysbers & Henderson, 1994, pp. 328–333.)

An example of a performance evaluation form organized according to the *roles* identified as appropriate for school counselors is that used in the Texas model (Texas Counseling Association, 1991; Texas Education Agency, 1991). It provides evaluative standards according to the roles of guidance, counseling, consultation, coordination, assessment, program management, and professionalism. Regardless of the organizer or the format, the evaluation form includes the competencies and indicators identified as those expected in performance of each role. An example from the *Texas Evaluation Model for Professional School Counselors* (TEMPSC; Texas Counseling Association, 1991) that parallels the one given above is found in the guidance role. The guidance *competencies* expected are that a school counselor

- Teaches the school developmental guidance curriculum
- Assists teachers in the teaching of guidance related curriculum
- Guides individuals and groups of students through the development of educational and career plans (Texas Counseling Association, 1991, p. 17)

Note that counselors' guidance competencies are used in two of the comprehensive guidance program components. The first two competencies are associated with guidance curriculum activities; the third with those of the individual planning system. The *indicators* that describe this third competency are

- Involves students in personalized educational and career planning
- Presents relevant information accurately and without bias (Texas Counseling Association, 1991, p. 17)

The *descriptors* provided in the TEMPSC for the last indicator are

- Makes no significant errors
- Presents information so that students can process or internalize it
- Uses vocabulary appropriate to the students
- Explains content clearly
- Presents appropriate amounts of information
- Stresses important points
- Clarifies students' misunderstanding

- Uses accurate terminology
- Makes up-to-date educational and occupational resources available/accessible to students
- Uses materials effectively
- Is knowledgeable about the range of educational and career alternatives and the values of each (Texas Counseling Association, 1991, p. 17)

The example evaluation form provided in Appendix M is organized according to the roles of the school counselor.

Rating Categories

In the evaluation component and reflected on a performance evaluation form are the decisions made about the level of specificity at which rating will begin (Decision 4) and about the relationship among subcategories and major categories that result in a summary rating (Decision 6). These decisions affect the layout of the form as appropriate space needs to be provided for recording each rating and for clear communication of those ratings and their interrelationships.

The school counselors' performance evaluation form is only one of the forms used in a district to evaluate the performance of professional personnel. The form used on behalf of school counselors will reflect the philosophy of personnel evaluation and staff development prevailing in a district at the time of its development. Decisions such as whether each specific descriptor is rated discretely, whether each indicator is rated, or whether each competency is rated holistically are made in the context of the larger system.

In the educational reform movement of the 1980s, personnel evaluation forms were tied to behavioral observations, that is, checklists that attempted to enhance interrater reliability in statewide merit pay systems. Such philosophies suggest judging each descriptor. The quantity of descriptors makes this somewhat cumbersome as a summary tool and requires sufficient time spent in data gathering regarding each to make fair—in this case defined as supported by behavioral observations—evaluative judgments.

More holistically based philosophies suggest that evaluative judgments are best made at broader levels of generalization with a relatedly larger database supporting the judgment. *Fair* in these instances is defined as judgments supported by a range of evidence, including behavioral observations and adding such sources as written and/or oral reports or products, expressions of attitudes and values, and whatever else may be available.

Whatever choices are made regarding the organizer that supports the data interpretation and communication as well as the levels of specificity at which judgments are made, the form (and associated activities) used in summative performance evaluation provides the means for interpreting the aggregated data and related judgments.

The process for combining the single, discrete judgments needs to be logical and relevant to the performance improvement system and tied directly to the guidance program. If the assignment of evaluative ratings begins at the descriptor level, the descriptors associated with one indicator are summarized into one rating for the indicator. The indicators associated with one competency are summarized into one rating for the competency. The competency ratings may be summarized into the overall performance evaluation rating, or they may first be grouped according to role and then the roles are generalized to the overall summary performance evaluation. In the performance evaluation procedures of most of the school districts with which we have worked, a single summary performance evaluation statement is made for each individual. In some school districts, individuals with high summary ratings are rewarded by longer contracts than those with low summary ratings. In districts using a merit pay structure, individuals with high summary ratings earn higher salaries than those with low ratings.

Expressed in words or numbers, the overall rating must flow directly and logically from the specific evaluative judgments.

In the examples we have seen, grouping data and judgments at each level makes for consistency of impact of any one judgment. The aggregation of judgments is as fair as the system is logical. (An analogy that may be useful is to apply the rules for building a logical outline that organizes a term paper, a dissertation, or a book.) The organizational structure of the form must provide for mutually exclusive groupings of specifics. Specific data apply to only one item. In the examples discussed above, the categories included specifics aligned by program component in the first example and, in the second example, by professional role. A logical organizational structure would not allow for a mixture of these organizers; if, on the same form, a district had a category of Responsive Services and another of Counseling, the evaluator does not know how to sort the counseling competency-related data among the two categories.

The organizational structure provides for groupings that are of equal importance. The levels of specificity should be parallel to ensure parity in aggregation and comparison. That is, descriptors must be at approximately the same level of specificity within indicators, indicators within competencies, and competencies within roles. Furthermore, the flow of increasingly larger compilations of data and judgments must maintain the logic. That is, descriptors must be at approximately the same level of specificity regardless of which indicator they describe. Indicators must be at approximately the same level of specificity across competencies, and competencies across roles. By maintaining this logic, it is appropriate to make interrole or intercompetency comparisons and contrasts. These rules are essential if in arriving at a single summative performance evaluation judgment mathematical properties are used.

Evaluation of Professionalism Enhancement Goals

An anomaly is inherent in the model we are describing. The categories of roles are different from the categories of professionalism enhancement goal setting and action taking. We recommend, however, that all evaluative conclusions be brought together in the performance evaluation component of activities and be recorded on the summative evaluation form (Decision 19). It is clear that neither the assessment of levels of goal attainment nor the assessment of the degrees of implementation of the goal-related action plans is equivalent to the ratings of role performance (or to the ratings of competency, indicator, or descriptor level performances).

It can be argued that the setting of goals and accomplishing them, as well as the developing of action plans and accomplishing them, is highly important in an atmosphere of continuous improvement. Where they fit in the organizational scheme of performance evaluation is separate from evaluation of performance of job roles. If, however, the summative evaluation is expressed in one rating or one number, the goal-related assessments must be factored in at some appropriate place. It is possible to build direct relationships if the major categories of the performance evaluation system incorporate the professionalism dimension. Then, evaluators need to consider consciously where the rating logically belongs: in which role-competency-indicator-descriptor grouping (e.g., professionalism or the group that includes the goal target) and at which level of impact in the rating system (i.e., competency, indicator, or descriptor).

Rating Scale

Several decisions are made regarding the rating scale that summarizes the evaluative judgment for each specific item being evaluated, the aggregate judgment for a grouping, and the final summative judgment. The first is the choice of the number of points on the scale (Decision 8). As with any measurement instrument, cases can be made for having an uneven number (e.g., 5 or 3) of points on the scale or an even number (6 or 4), for a few points (up to 5), or for a large number (up to 100). Again, it is wise to adopt the scale that is used in the district for other categories of professional personnel. In the example form in Appendix M, a 5-point scale is used.

Having decided on the number of points, the next task is to define each point so that its meaning is clear and distinct from the other points. Words often used to define the points on 5-point scales are *clearly outstanding, exceeds expectations, meets expectations, below expectations,* and *unsatisfactory*. The points on a 4-point scale might define *clearly outstanding, meets expectations, below expectations,* and *unsatisfactory*; on a 3-point, *clearly outstanding, meets expectations,* and *unsatisfactory*; and so on. For specific items (descriptors, indicators, competencies, or roles) that are not relevant for the person being evaluated, ratings of *not applicable* or *not observed* may be appropriate.

Many evaluation systems attach numbers to the words, allowing for quantification of each specific item and for the use of mathematical principles to facilitate aggregation and summarizing. When and how to use numbers needs definition (Decision 9). It is helpful to remind evaluators and evaluatees alike that numbers are symbols for words and have no independent meaning. Aggregation of numbers for specific items may be done by adding the numbers, leading to a large number overall evaluation rating scale—analogous to assigning student grades on a 100-point scale. Integers or percentages may be used. Aggregation of specific numbers may be done by averaging the related numbers, always bringing the numbers back to the original numbers of the scale (e.g., 1–5). As discussed previously, the system used must provide for appropriate representation of all the items in the system (i.e., descriptors count the same across the system, indicators the same, and so on).

Numbers allow for ease in arriving at a summary performance rating, if such is desired as part of the performance improvement system. Within each subgrouping, numbers are added or averaged to provide the number for the group. That is, if ratings begin at the descriptor level (the most detailed level), all the ratings of descriptors that together define an indicator must be added or averaged together to derive the rating for that indicator. All the ratings of indicators that together define a competency must be added or averaged together to derive the rating for that competency. All the ratings of competencies that together define a role must be added or averaged together to derive the rating for that role.

Table 8-2 provides an illustration applying this to a previous example, that of the descriptors, indicators, and competencies associated with the guidance role (Texas Counseling Association, 1991). The system works from the most specific (descriptors) to the most general (role). They are averaged, using a 5-point scale, with 5 being highest, 1 being lowest. "NA" is available as a rating and means that item is truly "not applicable" in the evaluatee's job and is not figured into the calculation. "NO" (Not Observed) is also available as a rating and means that item is applicable but undone or "hidden" from the building guidance program staff leader. It is figured into the average as a zero.

Summary Performance Rating

As described above, the final, summary performance rating is an aggregate of all of the other ratings, for example, "Overall this counselor is a clearly outstanding performer" or "Overall this counselor meets our expectations for performance." It is usually figured as an aggregation of the summary judgments for the major categories. In our example, it would be derived by aggregating the evaluations of the roles into one summary performance evaluation statement.

Summary performance ratings may be figured and expressed nonnumerically or numerically, again depending on the district's philosophy and larger system. Nonnumeric summary evaluations use words to express evaluative judgments. The words are standardized, as in the numeric system described previously. The summary performance rating may also be figured

TABLE 8-2 Aggregating and Summarizing Evaluative Judgments

Descriptors	**Ratings**
(Indicator: Presents relevant information accurately and without bias)	
Makes no significant errors	5
Presents information so that students can process/internalize it	4
Uses vocabulary appropriate to the students	3
Explains content clearly	3
Presents appropriate amounts of information	2
Stresses important points	NO
Clarifies students' misunderstandings	4
Uses accurate terminology	3
Makes up-to-date educational and occupational resources available/accessible to students	NA
Uses materials effectively	4
Is knowledgeable about the range of educational and career alternatives and the values of each	5
	Total = 33/10 =
Descriptor average for Indicator	3.3
Indicators	
(Competency: Guides individuals and groups of students through the development of educational and career plans)	
Involves students in personalized educational and career planning	4.3
Presents relevant information accurately and without bias	3.3
	Total = 7.6/2 =
Indicator average for Competency	3.8
Competencies	
(Role: Guidance)	
Teaches the school developmental guidance curriculum	4.5
Assists teachers in the teaching of guidance-related curriculum	4.7
Guides individuals and groups of students through the development of educational and career plans	3.8
	Total = 13.0/3 =
Competency average for Role	4.3

holistically or intuitively rather than through numerical calculation. Holistic judgments also result from careful assessment of each part, analysis of data in relation to established standards, and the drawing of conclusions that are explained by the data.

In the number-based system used as our example, numeric summary evaluations are figured by addition or averaging. Table 8-3 completes our example by displaying the numeric derivation of the summary evaluation. The summary evaluation of each role performed was figured as a numerical average of the competencies that compose the role. The overall summary performance evaluation is derived by averaging the role scores.

If numbers are used, the words that define the meaning of each summary number must be determined. At the outset, this was done for each integer (e.g., 1 = *unsatisfactory*, 2 = *below expec-*

TABLE 8-3 Overall Summary Performance Evaluation Rating Example

Using our example: Competency average for	
Guidance role	4.3
Counseling role	4.8
Consultation role	3.0
Coordination role	4.5
Assessment role	2.8
Professionalism role	2.8
Program management role	4.4
	Total = 26.6

26.6/7 = 3.8
3.8 is the numerical equivalent of the summative rating.

tations, and so on). If addition or averaging is used, the summative numbers will not be the same integers. In the case of addition, they will be much larger. In the case of averaging, they will no longer be whole numbers (i.e., the numbers will include decimals), falling somewhere between the whole numbers. The average will reflect the mix of higher and lower ratings. It needs to be determined how far away from the original integer the word definitions apply. In other words, only an individual who earns all scores at the highest number will have an average of that highest number. Thus, ranges of numbers that appropriately reflect the definitions of the evaluative words must be established. For instance, in our example we used a 5-point scale. Only an individual scoring all 5s would end up with an average of 5. In our example, the overall average of the scores—the summary evaluation number—is a 3.8, closer to a 4 than a 3. Should the definition of this number be *exceeds expectations* or *meets expectations*? The scale for interpreting the summary rating numbers has to have been predetermined.

Rating Goal Attainment

The same verbal or numerical system is applicable for rating a school counselor's level of attainment of professionalism enhancement goals and for rating the level of implementation of the action plans developed for goal accomplishment. The same scale must be applied if this set of evaluative judgments is to be integrated with that of the professional roles. The question arises as to how to incorporate the two summary assessments into one summative rating: verbal or mathematic. If the district uses the verbal, holistic approach solely, then the integration of the goal-related data occurs as it did in integrating the evaluations for each of the role categories. If the system is numeric, then adding or averaging is done.

The impact of the rating of attainment of professionalism enhancement goals will vary greatly depending on whether it is incorporated at the role level (i.e., one number integrated with seven others) or at the competency level (i.e., one number as a subset within one role) or at the indicator level (i.e., one number as a subset within a subset of a role). It is clear that this decision is an expression of the philosophy and priorities of the district and/or building—at whichever level such decisions are made—as to the importance of professionalism enhancement. If it is equivalent to a professional role in program implementation, it is more important than if it is perceived as a subset of professionalism, for example. Within professionalism, it would have more impact if it is treated as equivalent to the other competencies than if it is incorporated as an indicator under a competency, for example, "adheres to professional standards." It would have maximum importance and impact if the summary goal-related evaluation is averaged or equated with the overall, summary evaluation of all of the roles.

However it is figured, where the goal-related evaluations are factored in must be decided either at the district level or on a case-by-case basis; in other words, figured the same for everyone in a category or allowing variance for individuals. A district system might be developed such that it allows the evaluator to determine the level of impact for the professionalism enhancement goal evaluation (e.g., whether it counts as a descriptor, indicator, competency, or role). Such authority for evaluators (building guidance program staff leaders) would have to be accompanied by a systemically exemplified pattern for rationale supporting such decisions. Contextual information would be applied to determine the level of impact. If, for example, a new ("rookie") counselor established an unrealistic goal for the first year, a building guidance program staff leader may want to consider the staff member's intentions and efforts and minimize the impact of the lack of accomplishment of the goal. On the other hand, if 3 years later the same problem exists, the impact of lack of accomplishment should be more significant, as the problem is apparently larger than overzealousness.

Applying the Weights

If the decision (Decision 10) has been made to use the weighting concept to provide a means for recognizing differences between different counselors' job descriptions, the performance evaluation form must include space for this to be recorded. The purpose of weighting—to provide the means for mathematically factoring different job emphases into the summary performance evaluation—and examples of how they are derived for a counselor were described above. Here we continue the examples begun above to show how the weights are figured into the summary performance evaluation rating and the impact they have on it.

The numbers assigned to represent the weight values for each role (or other evaluation category) are applied to the related ratings; that is, each role rating is multiplied by the weight assigned to it. The derived totals for the roles are, then, added and averaged in our system and divided by 7. Table 8-4 aligns the sample ratings earned by our example counselor with the three examples previously discussed of how this counselor's job might have been weighted (see Table 8-1). For each weighting arrangement, the multiplication, addition, and division are displayed, yielding three different final scores.

Although all three counselors (A, B, and C) earned the same *ratings*, the three different final scores displayed in Table 8-4 symbolize three different summary performance evaluation ratings because of the job-related *weightings* of the roles. The counselor with job description A, the comprehensive counselor with equal rating among the roles, earned an average of 3.8. The counselor with job description B spends a large portion of time in guidance and counseling (perhaps a new

TABLE 8-4 Applying Weights to Ratings to Figure Summary Performance Evaluation Rating

	JOB DESCRIPTIONS										
	COUNSELOR A					COUNSELOR B			COUNSELOR C		
Roles	Ratings	×	Weights	=	Score	Weights	=	Score	Weights	=	Score
Guidance	4.3		1	=	4.3	2	=	8.6	0.25	=	1.1
Counseling	4.8		1	=	4.8	2	=	9.6	0.25	=	1.2
Consultation	3.0		1	=	3.0	0.5	=	1.5	0.25	=	0.7
Coordination	4.5		1	=	4.5	0.5	=	2.3	0.25	=	1.1
Assessment	2.8		1	=	2.8	0.5	=	1.4	2	=	5.6
Program management	4.4		1	=	4.4	1	=	4.4	2	=	8.8
Professionalism	2.8		1	=	2.8	0.5	=	1.4	2	=	5.6
Total Score =	26.6		7		26.6	7		29.2	7		24.82
Divided by 7 =					3.8			4.2			3.4

counselor) where the highest ratings were earned and proportionately less time on consultation, coordination, assessment, and professionalism. Counselor B earned an average of 4.2. The counselor with job description C spends a large portion of time in assessment, program management, and professionalism where the lowest ratings were earned and less time on the other four roles. Counselor C earned an average of 3.4. The impact of the weights causes a range of 0.8 difference in the summary performance ratings, thus making a significant difference in the final rating.

Summary Performance Evaluation Rating

For the summary evaluation rating to be expressed numerically, decisions need to be made regarding the ranges of numbers that appropriately symbolize the categories of summative evaluative judgments (i.e., *clearly outstanding, exceeds standards, meets standards, below standards*, or *unsatisfactory*). The original scale cannot apply directly because the numbers being worked with at this point are sums or averages.

In our example, we averaged the numbers as we moved from specific to general ratings and applied the weight factors to each role's summary rating. Now 5 can no longer be the only number that rates a *clearly outstanding*, as it would take a perfect score to earn that rating. Where between the 5 and the 4 does *clearly outstanding* end and *exceeds standards* begin? Where does *exceeds standards* end and *meets standards* begin? and so on. The decision is best made consistent with the mathematics logic applied in previous decisions, remembering that the numbers are symbols for judgments about how near or far someone is from the "ideal" or perfect adherence to the standards. Groups ask themselves questions like, "What should the balance be between 5s and 4s for the number to fairly describe clearly outstanding performance versus that which exceeds expectations?" Entering into the decision may also be the somewhat norm-related decision as to what percentage of the school counselors at any time should fit into the top category.

For our example, the following ranges have been decided upon. The scale says that average scores that fall on or between the number on the left and the number on the right symbolize the words provided.

Numerical Score Range	Summative Rating Category
4.2–5.0	Clearly outstanding
3.7–4.19	Exceeds standards
3.2–3.69	Meets standards
2.7–3.19	Below standards
1.0–2.69	Unsatisfactory

Note that the clearly outstanding range has 9 points in it (i.e., 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0), whereas the others have 5 points (i.e., 3.7, 3.8, 3.9, 4.0, 4.1). This conscious decision reinforces a position that building guidance program staff leaders hold high standards for each descriptor and indicator (i.e., provide honest, not inflated feedback to counselors regarding their performance of each) and that "room" would be available at the summary level to allow for imperfection to be discussed at the specific levels.

Continuing with the point about the impact of weights on the overall evaluation rating, the examples of how the weights of Counselors A, B, and C's job descriptions influence their final score illustrate an important point. In that example, the *ratings* were the same for all three; the *weights* applied to the roles were different for each. With the ranges above, Counselor A earned a 3.8 score, which interprets that Counselor A's work *exceeds standards*. Counselor B earned a 4.2, which reflects *clearly outstanding* work; and Counselor C earned a 3.4, reflecting work that *meets standards*.

Format

An important decision (Decision 12) is that of the format of the performance evaluation form. The basic format reflects the approach to deriving summative judgments that bring together all of the summary ratings and weighting. Styles of approaches range from narrative formats to behavioral rating scales to checklists for point accrual. The narrative format is open-ended and provides space for evaluators (i.e., building guidance program staff leaders) to describe the strengths and weaknesses of counselors' performance with reference to the adopted standards. Such descriptions are best when illustrative examples are used. Behavioral rating scales depend on a listing of the descriptors or indicators defined as characteristics of effective performance. Such scales may be used to summarize behaviors seen and not seen. From these summaries evaluative ratings are derived. The most confining approach relies on a point accrual method. For each checklisted behavior seen, points may be awarded. More points may be awarded for observing behaviors that are well done; fewer for those that are adequately done; and fewer still for those that are done, but not well. For each behavior not seen, points may not be given or be taken away. In such systems, the evaluative ratings are figured on the basis of the total points earned when compared with those possible.

Legalities

State statutes and district policies govern some of what needs to be included on the actual performance evaluation form and supporting documentation for summative evaluation judgments. In most systems, the summative evaluation form includes a notation of the recommendation about and/or offer of contract status. Such status may indicate the length of the contract (e.g., 1, 2, 3, or more years, or "continuing") or placement on a salary schedule. The developed form must provide for these items.

Finally, forms that help communicate summative evaluation judgments are signed by the parties delegated to do so. At minimum these are the school counselors (employees) and building guidance program staff leaders (employer designees). Some systems include the administrators to whom building guidance program staff leaders are accountable as reviewers to better ensure objectivity and fairness for the counselors, the guidance program, the school or district, and its students. For building guidance program staff leaders, this person may be their building principal or district guidance program staff leader. For district guidance program staff leaders, reviewing administrators of evaluations vary according to the organizational structure of the district but are preferably administrators at the superintendent level, as described in Chapter 1. This reviewer also has responsibility to support a building guidance program staff leader in the face of confrontation with or grievance charged by a school counselor.

Fulfilling Evaluative Roles Effectively

Within the activities of the evaluation component, the relationship between building guidance program staff leaders and school counselors shifts from one of working side by side to one of working across the table from one another. Because the essence of evaluation entails one judging the quality and quantity of the work of the other, some detachment is required. Indeed, the roles carried out in these activities shift to those of superordinate and subordinate.

Building Guidance Program Staff Leaders' and School Counselors' Relationships in Performance Evaluation

As with the other components of the performance improvement system, the activities of the evaluation component provide structure within which the relationships occur, and within which building guidance program staff leaders and school counselors carry out their roles. The more each carries out their roles appropriately, the more productive the activities will be in helping each counselor attain an optimum level of professionalism.

As discussed previously, relationships between building guidance program staff leaders and school counselors are long-term ones. They are carried out through implementation of the building guidance program, through other day-to-day work-related activities, and through all of the activities of the components of the performance improvement system. However, the activities of the evaluation component (perhaps it boils down to the culminating activity in this component, the evaluation conference) are a critical variable in that relationship. The range of uses of summative evaluation, from termination to promotion, when applied to a profession wherein a high percentage of staff members work hard to do their best, challenges evaluators and school counselors to the height of their professionalism. While maintaining the relationship continues to be a shared responsibility, the tension involved in evaluation stresses the relationship, as the differences in perspective are emphasized.

School counselors have primary responsibility for their performance. Building guidance program staff leaders have secondary responsibility. For the large majority, the school counselors carry out their jobs as best they can and believe that they are doing excellent work. (There are not many people who come to work every day to do less than that.) The guidance staff leaders can only help by providing feedback, guidance, or counsel. They cannot do others' jobs for them, nor can they force others to see themselves as the evaluators do.

On the other hand, building guidance program staff leaders have primary responsibility for the evaluation of school counselors' performance. Counselors have secondary responsibility. The program staff leader is accountable to the system for helping the counselor continuously improve, and does so by holding the counselor accountable for his or her performance (Loganbill et al., 1982). In the context of the building, the district, and the profession, the program staff leader has power over the counselor (as discussed in Chapter 2). This power differential, and the related feelings of impotence, can cause anxiety, frustration, or other negative feelings in school counselors, depending on their perceptions of how their staff leaders exercise this power. In the model presented in this book, staff leaders exercise the power associated with their responsibilities differently with different staff members. Those who are evaluated as fitting the Professional Worker category are given more autonomy than those who are evaluated as fitting the Disengaged Worker category. Unfocused, Disengaged, and Impaired Workers who perceive themselves as Professional Workers receive more constructive or negative feedback than they perceive they deserve.

Falvey (1987) pointed out that "performance evaluation is fraught with anxiety and ambiguity by all concerned. However, avoiding the appraisal process undermines organizational effectiveness through lack of accountability, and undermines staff morale through the lack of constructive feedback" (p. 47). Thus, even though evaluation may be less comfortable than some other aspects of building guidance program staff leaders' jobs, it may be the most critical, and it must be done. It is less stressful when the actors—building guidance program staff leaders and school counselors, evaluators and evaluatees—fulfill their roles appropriately.

Staff Leaders' Roles and Responsibilities

Whether the evaluator is the guidance program staff leader at the building or the district, there are professional, legal, and ethical standards that apply to the evaluator's role. Evaluating staff members "is an administrative task that involves making a judgment about the effectiveness and quality of performance" (Housley et al., 1990, p. 294) and about each counselor's level of productivity. Building guidance program staff leaders are responsible for making evaluations fairly and justly. Fairness entails basing evaluative judgments on relevant data that are applied consistently to clearly understood standards. Justness in evaluation entails gathering the data legitimately, using not only professionally but also legally appropriate methods and following legally defined procedures. Such procedures include the safeguards provided to ensure employee rights (e.g., due process for grievances). The conclusions that leaders draw must be communicated straightforwardly to school counselors, recommendations for improvement made, and plans developed for pursuing these improvements. As discussed at the end of this section of the chapter, effective evaluators of school counselors meet prerequisite qualifications and have basic training in conducting counselor-appropriate evaluations.

Professional Standards

Professionalism in evaluation dictates that evaluators are competent and committed to carrying out their leadership responsibilities with a professional demeanor, objectivity, and fair-mindedness by varying their approaches to fit the needs of the situation and using their power judiciously. Maintaining professional demeanor accompanies the entire performance improvement process and includes operating from the perspective that evaluation is a *professional* responsibility, not a *personal* one. An appropriate degree of personal detachment is maintained from both the tasks and the individuals involved in evaluation. Without an overlay of personal investment or feelings, such detachment helps the evaluator conduct tasks and activities as objectively as possible and be less vulnerable to the feelings associated with evaluation. "In fact, it is the reality of evaluation that behooves the supervisor to maintain both a positive and a supportive relationship with the [counselor]—yet one that is professional, not personal" (Bernard & Goodyear, 1992, p. 109).

Building guidance program staff leaders are best accountable for their judgments when they are fair and consistent from one counselor to the next. This entails arriving at judgments as objectively as they can. Objectivity is assisted by applying professionally endorsed standards. However, "no evaluation is totally objective; the goal is to keep objective standards in mind while superimposing subjective impressions" (Bernard & Goodyear, 1992, p. 109) about the alignment of an individual's performance with the standards. It is when "our personal subjectivity intertwines with our professional subjectivity [that] evaluation becomes cloudy and out of focus" (Bernard & Goodyear, 1992, p. 120).

Evaluations are accountable when they are fair. The dictionary offers the following synonyms for *fair* that expand its definition: "just, equitable, impartial, unprejudiced, unbiased, straightforward, objective, dispassionate" (*American Heritage Dictionary*, 1982, p. 486). Although it is assumed that evaluators should be fair, it is not a given that they are. Research has identified seven recurrent rater errors that building guidance program staff leaders need to guard against (see Hartzell, 1995): unwarranted strictness; unwarranted leniency; central tendency (i.e., rating nearly everyone in the middle range); halo effect (i.e., rating an employee at a similar level across the whole evaluation instrument); recency (i.e., basing all judgments on most recent events); contrast with other evaluatees rather than with the standards; and attribution (i.e., assuming the reason or cause for a person's behavior).

As with all of the activities of the performance improvement system, we believe that building guidance program staff leaders have the responsibility of varying their approaches according to the professional needs of each staff member. In the evaluation component, these needs vary not only according to the counselors' levels of professionalism but also according to their feelings about evaluation. Evaluators must be sensitive to and manage the "tension between providing a supportive facilitative environment within which counselors . . . can feel free to stretch and learn [new] counseling skills and the anxiety that results from" (Harris, 1994, p. 19) performance evaluation. The more prescriptive or directive building guidance program staff leaders have to be to nurture the development of counselors, the more anxious counselors are apt to be about evaluation. The more building guidance program staff leaders have to use the power sources associated with the administrative or management roles, the more defensive counselors are apt to be about evaluation. Ideas for applying prescriptions for counselor development were discussed in Chapter 7 and apply in the evaluation context as well. Ideas for effectively using power sources for motivating individuals were discussed in Chapter 6 and apply in the evaluation context as well.

Ethical and Legal Standards

Professionalism in the evaluator role also dictates that building guidance program staff leaders adhere to the ethical and legal standards surrounding counseling supervision and personnel administration practices. Relevant ethical standards are expressed in those for professional counselors (American Counseling Association, 1995) and those for counseling supervisors (Association for Counselor Educators and Supervisors, 1995). As stated earlier, legal mandates vary from state to state and district to district. They may not be fully spelled out in a state, but good advice is to base evaluative actions and activities "on the Golden Rule" (Kemerer & Crain, 1995, p. 1-2). According to Kemerer and Crain (1995, p. 1-2), the maxim of "doing unto others as you would have them do unto you" yields several important principles for effective personnel administration:

- Alert employees to performance deficiencies.
- If the deficiencies are remediable, provide employees with written directives for improvement.
- Provide feedback through periodic assessment.
- If negative employment decisions are contemplated, notify affected employees of their rights under district policy.
- Follow district policies scrupulously.

In addition to a sense of fair play, applying common sense goes "a long way to assure that your employment decisions are fair and will be upheld [by the legal system] if challenged" (Kemerer & Crain, 1995, p. 1-22). Professional and legal standards make it clear that fairness is the hallmark of effective evaluation.

Qualifications and Training of Evaluators

As the counseling profession as a whole and school counseling in particular continue to develop its understanding of what makes for good counseling, the job of evaluating a school counselor becomes increasingly sophisticated. Today, to fairly and consistently judge the quality of school counselors' performance on their jobs and to nurture the enhancement of their professionalism, the evaluators of school counselors' performance should be administrators with several years of successful school counseling experience and who are trained in school counselor supervision and evaluation. As discussed in Chapter 1, in many school districts today, the task is assigned to school counselors who lack administrative background or to building principals who lack school counseling background.

Whatever their backgrounds, "evaluators must be knowledgeable about the criteria being evaluated" (Housley et al., 1990, p. 295), about *what* is being evaluated. In the model presented here, evaluators are knowledgeable of the guidance program as the context in which school counselors carry out their defined jobs. Using Bloom's (1956) taxonomy, they are able to recognize school counselors' performance, as described for them in the descriptors, indicators, and competencies needed in the fulfillment of the school counselors' roles in carrying out the district's comprehensive guidance program. Evaluators are able to analyze the data and draw legitimate conclusions regarding the value of an individual school counselor's competence and commitment levels as performed on the job.

Evaluators are also knowledgeable about the strategies for conducting meaningful and fair evaluations, about *how* to evaluate. In addition to the basics of evaluation science, they know the legal requirements surrounding evaluations in their state and district. They know how to conduct the various activities of the counselor performance evaluation component, described in the next section of this chapter.

If the individuals assigned to evaluate the performance of school counselors lack either of these two sets of background knowledge, they need training to fill that gap. Such training can be provided by the district or a university. At a minimum, the school district is responsible for training school counselor evaluators in the performance improvement system used in the district and for encouraging evaluators' professional development in needed areas. As districts improve the evaluation component of the performance improvement system, decisions (Decision 7) about the what, where, and how of evaluator training are considered.

School Counselors' Roles and Responsibilities

As evaluatees, professional school counselors benefit the most from evaluation when they participate actively and fully in the evaluation process. As we mentioned many times, the performance improvement system activities are best as mutual endeavors of school counselors and building guidance program staff leaders. School counselors have primary responsibility for the quality of their performance on the job. Staff leaders have responsibility to help school counselors perform at optimum levels. As with the evaluator, there are professional, legal, and ethical standards that apply to the evaluatee's role.

Professional

Although continuous self-study is a hallmark of professionalism, the performance evaluation activities provide an opportunity for school counselors to make summative evaluation judgments about themselves. Although it is a decision (Decision 18) of the school district whether and how to officially incorporate self-evaluation into the system of performance evaluation and improvement, summative self-evaluation is an exercise that promotes professional self-awareness and identity as well as growth and development. It also motivates individuals to pursue improvements that are meaningful to themselves. Although employees lack the perspective of objectivity and "aesthetic distance" about their performance and their apparent levels of professionalism, they do have the "inside" perspective. They know best their intentions and motives.

School counselors are encouraged to conduct self-evaluations, and to conduct them honestly. They should hold themselves accountable to the established standards that delineate quality performance and to the processes of the performance evaluation component. In other words, they are best served when they put themselves through the same activities and thought processes that their evaluators go through. Their ratings are related to the same roles, competencies, indicators, and descriptors used in the rest of the performance improvement system. The same weights are applied, and goal attempts and attainment are factored in the same manner as that of the evaluator. Relating information between the self-evaluation and administrative evaluation is most easily done when self-evaluation is reflected on the same form or format as the administrator's evaluation. Direct transfer of information can thus occur, leaving less room for misunderstanding.

In addition to differences in perspective, differences between evaluators and evaluatees are found in the data used to support evaluative judgments. School counselors are with themselves all of the time; therefore, they have much more data to draw from regarding their own performance than the evaluator (or anyone else) does. This does not necessarily negate or diminish the data, the impressions, and conclusions drawn by evaluators, but it does cause new information to be brought to evaluation conversations. We believe that self-evaluations are best derived when counselors are encouraged to be assertive in the expression of their judgments about their own work. We believe that building guidance program staff leaders are most effective when they are open to this information and incorporate it in their thinking.

If self-evaluation is not only a professional exercise but also an element of the performance evaluation component, school counselors need to be apprised of its purpose, means, and relationship to administrators' evaluations. They need to know if it will be used by the evaluator and how: officially, informally, or not at all. They need to know who else will read the self-evaluations and whether they become part of their personnel files. Depending on their level of professionalism, evaluators may borrow heavily from insights gleaned from self-evaluations in order to facilitate communication between themselves and the counselors regarding evaluative judgments.

The most important use of self-evaluation is for the individual. Thus, honest self-evaluations are best. As is expected of the evaluator, honesty in self-evaluation includes being fair and consistent in applying the standards and making judgments about the quality and quantity of one's work. Self-evaluations that are dishonest and that are written to serve purposes such as self-promotion or covering up less-than-perfect quality performance are meaningless. Certainly school counselors who use submitted self-evaluations in this manner make building guidance program staff leaders' evaluation task harder because no hints are given as to individuals' real perceptions of their own work. Such self-evaluations should be redone by school counselors, or in the evaluation conference, building guidance program staff leaders ensure that time and energy are spent working to help those individuals conduct honest self-analysis.

In addition to being self-reflective and analytical, school counselors are most effectively served by all evaluative feedback if they can develop and maintain professional objectivity. It is helpful for them to remember that professional performance evaluation does not include judgments of their personal worth, but rather how their knowledge base, behaviors, and attitudes are perceived by others. Most people come to work every day to do the best they can. Vocational psychologists tell us how much of a person's identity and self-esteem are attached to their work. No matter what their levels of professionalism, some individuals have a difficult time understanding that some of their behaviors are not as closely aligned with those of professional excellence as they think they are. The evaluators' task is to help these individuals see themselves more accurately by upholding the standards of the system. The counselors' challenge is to avoid being defensive and to accept feedback as professional, constructive criticism. Building guidance program staff leaders' task is also to avoid being defensive and to help school counselors work their way through defensiveness to openness. Great care is taken to avoid the perception that the criticisms are personal affronts.

Legal/Ethical

To exercise them properly in performance evaluation, school counselors need to know their legal rights and responsibilities. They need education as to the "big picture" of evaluation: the legal requirements of the system, district policies about how the system works, and building-based procedures for effecting it. They need to know their rights as employees and those of the school district as employer. Such rights range from what the attendance/absence policies are to the grievance procedures. These rights vary from state to state but are typically published by human resources (personnel) departments in employee handbooks. School counselors, especially those new to systems, need guidance as to how to exercise their rights assertively but judiciously within the system. Personnel matters are sensitive for all concerned and are done most justly when everyone (evaluators and evaluatees alike) act in good faith.

The ethical standard regarding counselors and evaluation is clearly stated: "Counselors submit regularly to professional review and evaluation by their supervisor or the appropriate representative of the employer" (American Counseling Association, 1995, D.1.d). The word *submit* serves as a reminder that individual counselors are subordinates in the system; however, the word for us smacks of oppression. The better posture for professional counselors to adopt is one as learners, as seekers of continuous improvement, and as properly assertive professionals. As evaluators have the responsibility of being fair in deriving their evaluative judgments, communicating them clearly, and otherwise exercising their power, staff members have the responsibility of learning from the judgments communicated and continuing to strive for overall performance excellence.

Building Guidance Program Staff Leaders' and School Counselors' Participation in the Process

As stated earlier, performance evaluation is most effective when it is a mutual process, when evaluator and evaluatee participate in the activities both separately and together. Personalized feedback and full discussions about one's work as others see it in comparison with legitimate professional standards are highly meaningful to professionals, regardless of their professionalism levels. Having someone else care about what they do for a minimum of 8 hours a day is meaningful to most adults. Because the school counseling profession is only now coming to a consensus as to what the standards are, feedback that addresses the essence of one's work and that is balanced with positive reinforcement and constructive suggestions is new for many school counselors. Building guidance program staff leaders find themselves in positions of educating individuals to the value of constructive criticism, while at the same time helping them maintain their professional morale. Using the standards and working the process steps together, as outlined in the next section of this chapter, facilitate that result.

Activities and Procedures in Performance Evaluation

As stated at the beginning of this chapter, performance evaluation component activities and procedures are an application of the evaluation process. Some of the activities from other components of the performance improvement system (as outlined in Chapter 5) are also directly related to the performance evaluation component. The specific job definition and performance standards structure evaluation. The data generated through supervision and professionalism enhancement goal setting contribute to it.

Both building guidance program staff leaders and school counselors contribute to the effectiveness of the activities. The more each fulfills his or her role actively and constructively, the richer the professional dialogue regarding the counselor's performance. The levels of professionalism of both parties influence the outcomes of evaluation activities. As described in Chapter 6, the levels of professionalism of school counselors dictate the most effective approaches to be used by guidance program staff leaders. Performance evaluation activities are serious business and are best when clearly spelled out and required by the school district. The entire process and implementation procedures are written in board or operational policy to serve the purposes of professionalism and legality. Clarity of actions in this value-laden set of activities is mandatory.

In the model recommended here, there are several facets of evaluation. Building guidance program staff leaders, representing the systemic perspective, and school counselors, representing themselves, each evaluate a counselor's on-the-job performance, their professionalism enhancement goal attainment, and their levels of accomplishment of the related action plans. The process defined below suggests that they do each of these evaluations apart from one another, and then bring them together in conferences. The steps in the process are training and/or orientation to the performance improvement system as a whole and performance evaluation in particular; data gathering; preparing for the evaluation conference; holding the conference; and completing postconference activities.

Training/Orientation

At the beginning of each new contract year, building guidance program staff leaders and professional school counselors are provided training and/or orientation to the performance improvement system as a whole. Training is provided for those who are new or who otherwise need the overview. Orientation is provided to everyone using the system. The objectives of training are to ensure that participants learn what they need to know about how the system works, and include learning the knowledge and skills needed to participate fully in the activities of all four components of the performance improvement system. From the perspective of the performance evaluation component, new building guidance program staff leaders learn the information they need to conduct the evaluation component activities effectively and professionally. New counselors learn the information they need to participate actively in and learn from the activities. It is assumed that building guidance program staff leaders are previously prepared to carry out the administrative and management skills associated with evaluation. It is assumed that school counselors are previously educated and experienced in the role of the evaluatee.

The objectives of orientation include providing an overview and update of the system and an opportunity for school counselors to clear up confusions, questions, or concerns or for building guidance program staff leaders to address special issues needed by members of the group. Individuals' orientation to their specific job responsibilities is completed in the job definition conferences.

Training

Provision of training is the responsibility of the school district. By providing it at the central level, the district policy, system, and requirements are given consistently. It is best provided by district guidance program staff leaders in collaboration with administrative leaders from the human resources/personnel department. It precedes orientation.

Detailed training is provided for building guidance program staff leaders and school counselors about the expectations for school counselors' professionalism and about the procedures and activities and their relationship to performance evaluation and job security. As it is the basic legal document that is filed in each individual's personnel record, the performance evaluation form is described in detail. Instruction regarding the legal rights and responsibilities of the school system and of employees is also provided. In the terminology of the evaluation process, training is provided regarding the questions answered through evaluation (questions regarding the quality of each counselor's competence and their level of professional commitment) and whether the quantity of use of each role and associated competencies reflects the balance required by a specific job description. Participants are also educated regarding the purpose, audience, and anticipated uses of the performance evaluation.

This "basic training" is also useful as a review for building guidance program staff leaders or school counselors whose professionalism levels so indicate, such as designated leaders who are new or ineffective in nurturing the improved performance of school counseling staff members or school counselors who are resistant in evaluation or other activities aimed at helping them improve in their jobs. For either building guidance program staff leaders or school counselors whose contract status is in jeopardy, the training may provide the opportunity for remediation as well as for clarifying details of how the system works. The latter fulfills a legal due process obligation. Other training augments this training for building guidance program staff leaders who are not familiar with guidance program-related competencies or for counselors who are in need of competency remediation.

Orientation

Building guidance program staff leaders provide orientation to school counselors. The performance improvement system is played out in the context of the building, its guidance program, and the yearly calendar. As evaluators of school counselors, program staff leaders provide specific information regarding how the performance improvement system activities and procedures, including those of the performance evaluation component, are to be accomplished during the year. Information regarding the responsibilities of each team member is useful to share, to ensure that the entire group begins with the total picture of the program and the group's operations. To establish the authority of guidance program staff leaders (that their responsibility has been delegated to them legitimately), it is helpful for principals to demonstrate support during orientation sessions.

Orientation to the performance improvement system is provided at the outset of every evaluation period and is completed before individual job definition conferences with staff members. The competence and commitment standards are discussed as they apply to the building guidance program, to the operations of the guidance department, and in the context of the total school program and staff.

Job Definition Conference

As described in Chapter 5, the job definition component activities specify the standards expected of each individual in the performance of his or her job. From the perspective of evaluation, this is a "preevaluation conference." Whereas the other training and orientation activities are structured group educational activities, this conference is an individual one and provides both building guidance program staff leaders and school counselors opportunities to personalize the discussion. In addition to program responsibilities, these conferences provide opportunities for the counselor to ensure understanding of the performance improvement system and its expectations, of the program, and of his or her role in it. The preevaluation conferences are building guidance program staff leaders' opportunities to emphasize priorities for individual counselors.

As displayed in Figure 8-3, during these conferences the building guidance program staff leader and counselor agree on the specific responsibilities of the individual counselor within the program, the weighting of each of the roles to reflect that assignment, the sources of data that will be available and used, and known contextual realities or possibilities that might affect a counselor's performance quality and productivity. They reaffirm the individual's professionalism enhancement goals and discuss their plans for meeting them during the year.

All of the information provided in the orientation to the expectations and procedures of the performance improvement system provides the foundation for evaluation. The decisions made in job definition conferences relate directly to evaluation: job accountability, role priorities, personal or job-related constraints that concern the counselor, and legitimate sources of information that may be used to support evaluation. Some of the individual-specific information from these conferences figures directly in development of the performance evaluation rating: the role weights and professionalism enhancement goals. These are recorded on the performance evaluation form.

Data Gathering

Data gathering to support evaluation goes on all year, in that summative evaluation of school counselors' performance reflects as much as possible the full scope of their work. Not only are

FIGURE 8-3

Job Description Conference (as "Preevaluation Conference") Agenda

I. Individual job assignment within program
II. Weights/role
III. Data sources
IV. Anticipated contextual considerations
V. Confirmation of professionalism enhancement goals and plans

the data a sampling from the wide variety of roles counselors fulfill, but they also are specific examples that provide a sound database from which to draw legitimate conclusions. The more limited the data available to the evaluator, the less valid the evaluation judgment is apt to be. Effective building guidance program staff leaders select appropriate sources of data, gather them in professionally appropriate ways, and use sound logic in using the data. The more objective their data gathering, the fairer their evaluative judgments. From seeing a plethora of examples of school counselors' behaviors, building guidance program staff leaders develop rich and complete pictures of what "unsatisfactory," "meets standards," and "clearly outstanding" performance look like. On the other hand, school counselors themselves are in their own shoes and know their own thinking, and they have some perspective of what they do or have done as well. In bringing together the information from the two different perspectives, a fuller picture emerges for use in comparison and contrast with the standards.

What Data

The data that are gathered are specific examples of a counselor's behaviors (i.e., actions, expressions of thoughts and attitudes). These data are analyzed in the context of the known descriptors of professional actions, thoughts, and attitudes—the written definitions of the standards and expectations. The sources of data suggested in the school counseling literature (e.g., Schmidt, 1990; Texas Counseling Association, 1991) include live observations of practice, video- and audiotapes, simulated activities, work products, schedules, records, and program consumer feedback. Participation in the activities of the other performance improvement system components—job defining, professional supervision and professionalism enhancement goal setting, and action plan development and implementation—provides the opportunities for gathering this information.

Through clinical supervision, building guidance program staff leaders obtain live or recorded observations of actual or simulated demonstrations of competency in program activities. They may observe developmental guidance activities, classroom guidance lessons, counseling sessions, consultation conferences, and the like. Counselors' self-reports of such activities and their results occur in developmental and administrative supervision conferences. Developmental supervision includes review of counselors' accomplishment of goals and plans. Their levels of participation in staff development, in-service education activities, and staff meetings provide observation opportunities.

Work products include documents used in program planning, implementation, and evaluation. Lesson and session plans, staffing committee reports, calendars, schedules, program improvement goals, records, logs, written reports, and presentations of student or other school-based data provide samples of counselors' thought processes; as do the materials they select for use in program activities and their handouts provided to program consumers. Specific feedback or input from program consumers comes in the form of unsolicited commendations and criticisms, as well as surveys that are systematically generated and interpreted.

How Much Data

How much data are enough to support an evaluative judgment is a perplexing question for building guidance program staff leaders. It is clear that "many different types of data need to be gathered from a variety of activities to provide a comprehensive counselors evaluation" (Schmidt, 1990, p. 88). The data need to be sufficient to provide a complete picture relevant to the job and expectations of the counselor. In evaluation, as in supervision, building guidance program staff leaders look for patterns of counselor behaviors. It is by encouraging effective patterns and suggesting improvements in ineffective behavioral patterns that school counselors' professionalism is enhanced.

On the other hand, building guidance program staff leaders intervene immediately in situations in which school counselors' behaviors are detrimental to program clients. In these instances, leaders do not wait for patterns to emerge, but rather they intervene directly with clients, or they respond to counselors in a timely enough manner to allow them to correct their errors. Examples of detrimental behaviors include a range from presenting errors of fact to unethical conduct. Building guidance program staff leaders' choice of intervention to control the harm done depends on the potential degree of the damage, the immediacy of the negative consequences, and other ramifications. The procedures used to gather information are professionally appropriate. These were described in detail in previous chapters (Staff Participation in Chapter 3, Job Definition in Chapter 5, Goal Setting in Chapter 6, and Supervision in Chapter 7).

In addition to the systemic methods described above, individual building guidance program staff leaders learn information and ideas from other guidance program staff leaders. Effective building guidance program staff leaders use an "open door" policy as well, inviting school counselors to share their ideas, success stories, and disappointments on an ongoing basis. These self-reports also occur quite naturally in the context of staff meetings, if the team feeling is positive. Not all self-reporting is or should be done in groups, however; some individual counselors are reluctant to share with or in the group and need one-to-one supervision.

Use of Data

The data that are gathered are used in professionally appropriate ways. When building guidance program staff leaders follow appropriate procedures in conducting the various types of supervision, they gather much information. All of this information may support evaluation, but not all of it is used in evaluation. From one perspective, supervision is *formative* evaluation. Harris (1994) described the overlap:

> The heart of counselor evaluation is an on-going *formative* process which uses feedback and leads to [counselor] skills improvement and positive client outcome. As a result, every supervision session will contain either an overt or covert formative evaluation component. (p. 19)

Indeed, feedback in a timely manner is the most effective way to nurture counselors' professionalism. Its reference to the same standards as those used in *summative* evaluation makes the connection between the two inextricable. The distinction between formative and summative evaluation is described by Bernard and Goodyear (1992): "Formative evaluation represents the bulk of the [staff leader's] work with the [counselor] and is the ongoing feedback that stresses process and progress, not outcome" (Bernard & Goodyear, 1992, p. 105). In this distinction, summative evaluation focuses more on outcomes, on the results of practice rather than the practice itself.

In order for supervision/formative evaluation to be most helpful to supervisees/evaluatees, it is separated as much as possible from summative evaluation. Yet, building guidance program staff leaders who deny the connection between the two—or worse yet do not make the connection for themselves—are not using data available to them. In their work with most school counselors, the feedback that building guidance program staff leaders provide in supervision is more detailed than that provided in summative evaluation. It is, however, through the accumulation of these details that they are best able to identify patterns of behaviors that need addressing, either positively or constructively.

Supervision activities provide the most comprehensive set of data used in evaluation. Building guidance program staff leaders need to be continually aware that their use of these data may affect their gathering them in the future. In other words, care is taken in how data gathered in supervision are used in summative evaluation. Data abuse (e.g., overgeneralizing from one instance) results in mistrust, which impairs open, productive supervision in the future. School counselors become guarded and fearful that if negatives occur, no matter how inconsequential, they will be used "against them." This guardedness stifles the relationship.

Documentation

Data used in summative evaluation are recorded as much as possible. Anecdotal notes that record behaviors and events observed are natural supports to supervision activities, providing building guidance program staff leaders with clear examples to offer to counselors in discussing their performance patterns. Recording, through notetaking or electronic means, aids building guidance program staff leaders in remembering what was observed and school counselors in "seeing" their behaviors as observed. Recordings aid communication in summative evaluation in the same way.

School counselors, too, maintain notes and records on their performance. These notes and records are used to aid communication in the same manner as those of building guidance program staff leaders. Increasingly, school staff members, including counselors, are encouraged to develop and maintain professional portfolios (Harris, 1994) that include a collection of work samples. These products are legitimate data that support their self-evaluations and contribute to the summative evaluation dialogue between themselves and their staff leaders. Portfolios are somewhat of a challenge to school counselors, because their processes are more oral and interactive. A portfolio equivalent to a film library is somewhat difficult to manage and is apt to be overwhelming to building guidance program staff leaders! Thus, portfolios of school counselors often contain results samples or symbols (e.g., certificates, appreciation letters) that provide fuel for evaluative conversations.

When needed or used in situations with legal implications, notes and records are documentation. The purpose of recordkeeping as described above is for building guidance program staff leaders to have the data needed to provide accurate and meaningful feedback to professional school counselors. Notes serve as memory joggers to illustrate both high- and low-quality performance. When a school counselor's performance needs significant improvement, such that the building guidance program staff leader might recommend nonrenewal of the contract or termination, documentation to support such actions adheres to more stringent rules.

Legalities

Formal documentation is used when "district policy requires it; a pattern of behavior needs to be changed; a serious incident has occurred" (Kemerer & Crain, 1995, p. 2-2). Such documentation needs to be "factual and unemotional" (Kemerer & Crain, 1995, p. 2-2). Legal precedents and guidelines are established on a state-by-state basis and are usually spelled out in district policy. Building guidance program staff leaders "documenting" a staff member consult with their district's board policies, personnel or human resources administrators, as well as their building administrators. What we offer below are suggestions based on common sense and that support Texas practice.

When school counselors exhibit potentially job-threatening deficiencies, Kemerer and Crain (1995) and other legal experts we have learned from recommend that feedback and documentation begin with an eye to maintaining a good working relationship. As need for more heavy-handed feedback occurs, the relationship suffers, but documentation sufficient to support changes in contract status is accumulated. In many states such documentations are part of an employee's personnel records, and as such employees or their representatives (lawyers) may have access to them. As with students' permanent cumulative files, items written in these files need to be professionally done. They may be read by others. If there is a trial and it is an open one, the files may be published in the newspaper.

ORAL DIRECTIVES AND NOTES TO FILE. The first level of feedback regarding deficiencies that may require documentation are "oral directives, accompanied by notes to the file" (Kemerer & Crain, 1995, p. 2-1). Notes to the file are succinct and include "a record of the dates and times you talked with the employee about specific deficiencies" (p. 2-1). Notes to the file are more formalized memory joggers, help the evaluating administrator (the building guidance program staff leader) recall specific incidents, and document that communication has occurred with the employee. They are kept systematically (i.e., in a notebook or in files) with the potential for there to be such a record on each staff member. Although notes to the file are for use by a building guidance program staff leader, to be meaningful, oral notification of the counselor's deficiency accompanies the written note. (As with counselors' counseling notes, building guidance program staff leaders are not bound to inform employees of the documentation until it becomes part of a more formalized process.) Kemerer and Crain (1995) reminded us that, for personnel decision making to be handled justly, there should be "no secrets, no surprises. The purpose of documentation is not to entrap. . . . Thus employees always should be informed of their deficiencies, even if minor" (p. 2-3).

PERFORMANCE EVALUATION. More overt kinds of documentation include the performance evaluation itself and specific incident and summary memoranda. As described above, the performance evaluation component activities are both professionally and legally directed. Building guidance program staff leaders follow district policies and procedures in that regard for all of their staff members. There are also district policies and procedures developed for handling problematic situations, such as the employee who needs serious remediation.

INCIDENT MEMORANDA. Specific incident memoranda apply "to specific episodes or patterns of employee wrongdoing sufficiently serious that a written record must be made. The memorandum usually will include directives for future on-the-job behavior and may include a remediation component" (Kemerer & Crain, 1995, p. 2-3). It is recommended that such memoranda be on official letterhead and include the date, the allegation, and how the building guidance program staff leader discovered the potential wrongdoing and learned more about it. The dates, times, and brief descriptions of each of the incidents, as well as the dates when the employee was spoken to about the matter, need to be listed. As with any evaluation, the facts are presented and the conclusions drawn regarding the behavior or the event. The standards that are applied are the relevant laws, policies, regulations, or ethical standards involved. Specific directions for future action are spelled out as well as any prescribed remediation activities the counselor needs to take. Due process provides the employee the opportunity to respond within a set time frame, which is established in the district's policies or practices. The memorandum should be signed and dated by the employee, indicating that they have received the information, not necessarily that they agree.

SUMMARY MEMORANDA. Summary memoranda "pull together the record of previous deficiencies discussed with the employee as recorded in formal performance appraisals, notes to the file, and specific incident memoranda" (Kemerer & Crain, 1995, p. 2-4). Its purpose is to present to a staff member in need of remediation or termination the information that has been compiled regarding his or her performance. It is used when the individual feedback has not been heeded, when a counselor does not seem to take the concerns seriously, or when a counselor is seemingly unable to make needed changes. It represents a dramatic step toward recommending nonrenewal, termination, or other negative change in contractual or employment status.

Preparing for the Evaluation Conference

Evaluation conferences between building guidance program staff leaders and each school counselor are the culminating activities in the performance evaluation component, and perhaps that of the whole performance improvement system. Building guidance program staff leaders and school counselors study the data available regarding the counselors' performance in program-related roles and regarding their levels of progress toward attainment of their professionalism enhancement goals. Separately and together, they analyze the data available regarding performance and goal attainment, derive evaluative judgments based on the data, consider contextual information not necessarily clearly reflected in the data but that influenced the judgments positively or negatively, make summative evaluation judgments about the overall effectiveness and efficiency of the counselors' performance, and plan the conference during which these individual and cumulative judgments are discussed. The better prepared both counselors and building guidance program staff leaders are, the more meaningful these conferences.

Analyzing the Data

If the data are gathered and recorded appropriately, they are value neutral. Some portions of the data may have been analyzed during supervision activities, but it is through the analysis of these data as a whole in light of the established standards that value is placed on them, leading to summative evaluation judgments. In preparation for conferences, both the building guidance program staff leaders and school counselors conduct this analysis. Separately, they review the data they have each collected and align them to the standards, seeking patterns of performance.

Building guidance program staff leaders have less data about individual counselors than do the counselors themselves. They cannot assume they know every thought, action, attitude, feeling, or belief of a counselor. As described above, however, they do view a counselor's thoughts, actions, and expressions of attitudes, feelings, and beliefs from a different perspective than does the counselor. Their external perspective allows them to reflect how others may perceive the counselor and to more objectively assess the results of the counselor's work. Building guidance program staff leaders also have the advantage of observing multiple examples of other counselors' thoughts, actions, and expressions of attitudes, feelings, and beliefs. They have more data regarding what school counselors look like and how they behave in the context of their jobs. The more experienced the staff leader, the more behavior samples they have seen.

On the other hand, individual counselors have more data about what they have done and how than do building guidance program staff leaders. Counselors know more about their own thoughts, actions, attitudes, feelings, and beliefs than do their building guidance program staff leaders, but even they do not know all there is to know about themselves. Also, counselors cannot assume they know how others perceive them, nor can they assume that their assessments of the results of their behaviors are totally accurate. Perceptions and assessments are often biased by intentions.

In analyzing available data regarding an individual's performance, building guidance program staff leaders and school counselors begin by restudying the statements that describe behaviors that indicate quality performance of competencies within roles. The second step is to ask, Did this counselor exhibit this behavior *this year*? When? The third step is one of matching specific examples that typify the counselor's performance to the relevant standard. When considered systematically, patterns emerge in relation to each descriptor, the indicators, competencies, and roles. If examples are not available, the counselor did not perform that behavior.

Two sets of data are analyzed regarding counselors' goals and efforts to enhance their professionalism. First, building guidance program staff leaders and school counselors consider the data that indicate that the activities that were planned to cause the specific enhancements were done. School counselors report the strategies they have implemented to achieve professionalism enhancement, for example, articles and books read, workshops and conferences attended, and learnings derived from supervision experiences. Second, data are considered that indicate goal-related enhancements have occurred in the counselors' professionalism. Building guidance program staff leaders and school counselors identify behavioral examples that enhanced competence or commitment has occurred, for example, effectiveness of new strategies used with clients or in program management.

Deriving Evaluative Judgments

The next step in the evaluation of school counselors by building guidance program staff leaders and counselors themselves is to draw databased conclusions regarding their program- and role-related performance and regarding their level of goal attainment. "This is the moment of truth when the [staff leader] steps back, takes stock, and decides how the [counselor] measures up" (Bernard & Goodyear, 1992, p. 105). The school counselor does likewise. The performance evaluation is based on the patterns that emerged in matching the samples of a counselor's performance behaviors with each of the standards. The assessment of level of professionalism enhancement goal attainment is based on the degree to which the action plans have been implemented and the behavioral evidence of an enhanced match between the counselor's performance and the competence or commitment standards applicable to the goal.

The question in performance evaluation is not whether something was done, but how well it was done. If the behavior is expected in meeting a standard, and if it is not done, then the evaluative judgment is clear. Omission is unacceptable. If something was done, conclusions as to the quality of the work done are expressed in the rating categories defined by the performance improvement system.

How building guidance program staff leaders and school counselors select the appropriate rating category to express evaluative judgments varies by the approach used in the school district evaluation system. Approaches described earlier in the chapter included point accrual ("appraisal"), assessment, and holistic. Rating category assignment is done by the evaluator after consideration of standards and the data. Because building guidance program staff leaders are evaluating more than one school counselor or are part of a system of building guidance program staff leaders who evaluate more than one counselor, it is imperative that there be consistency of definition of what constitutes performance in each of the rating categories and of the means for individuals earning each rating.

For a building guidance program staff leader's performance evaluation and a school counselor's self-evaluation to match for meaningful dialogue, each should base their ratings from the same starting point. In our experience, building guidance program staff leaders prefer that ratings for each counselor begin with the assumption that they meet the basic standards for performance of a competency, and, as data are gathered, some demonstrate that they perform below or above the basic expectation. School counselors, on the other hand, prefer the premise that each counselor performs well beyond the basic standards, and, as data are gathered, they either stay at this rating or fall from it. Without both parties having a clear understanding of the "right" place from which to start, wherever it is, tension occurs based on the different premises.

The evaluation judgments made regarding professionalism enhancement goals are the degree to which the action plans were actually carried out and a rating of progress made toward enhanced competence or commitment. The first is a judgment regarding the amount and intensity of effort school counselors have made during the current evaluation year in implementing their action plans. It is not a judgment of whether the actions taken were effective in helping counselors achieve the professionalism enhancements sought, but whether they did what was committed to in the action plans. Did they attend the workshops, read the articles, and learn from these? This evaluative judgment is intended to encourage risk taking and to support counselors' efforts to grow, even though they might not "work" as hoped for in the planning stages. Counselors are given high ratings for having exerted the effort.

The second judgment, that of rating the progress made toward enhanced competence or commitment, is more akin to the program- and role-related performance evaluation described above. Evaluators and counselors analyze data gathered in the course of the counselors' conduct of their jobs and rate the improvement of their performance in the identified area. Although the standards for competence and commitment (e.g., the descriptors, indicators, and competencies) are the same in this rating as in the performance evaluation, rating improvement is different from rating the overall quality of the relevant performance. It is a rating of the positive change in the performance from the time the goal was established; that is, it is the result of comparing and contrasting the counselors' current behavior in relation to the baseline that was established at the time of setting the goal. Remember professionalism enhancement goals are derived as a result of aggregated feedback from supervision activities, from performance evaluation, and from job-related professionalism expectations.

Whether the evaluations of professionalism enhancement action plan achievement and goal attainment are expressed in verbal or numerical rating scales is a decision described above. If they are in some form of rating scale, counselor evaluators and counselors also need to have clear definitions for what the points on the rating scale mean: How many action plan actions accomplished represent the top of the scale? Are accomplishing them all enough for the top point, or should a counselor have gone beyond that to earn the highest rating? and How many actions can they not have done to not yet be unsatisfactory? Related to rating action plan implementation, too, are evaluative conclusions drawn regarding the quality of learning achieved by counselors in taking the action plan steps and regarding the integrity or sincerity or energy with which they took those steps. Some counselors go to workshops and learn from whatever a presenter offers; some attend workshops and learn nothing new. The ratings of these two types of counselors must be differentiated for evaluation to be fair. Of course, the all-or-nothing evaluations are more clear-cut than that of the school counselor whose efforts are in the middle of that continuum.

Drawing evaluative conclusions regarding counselors' levels of improvement as targeted in the professionalism enhancement goal and expressing them on a rating scale also require a different mind-set than either the action plan or the performance evaluations. Effort is reflected in the action plan rating. Overall quality is reflected in the performance evaluation. Here the amount and quality of improvement are rated. Evaluators and counselors have to answer questions such as how much (quantity) improvement must be made or not made to earn the top, middle, or lowest ratings? How good (quality) does a counselor have to become as the result of the one year's improvement efforts to earn the top or middle ratings? How little change in effectiveness is reflected in the lower ratings?

Building guidance program staff leaders strive to maintain personal objectivity in deriving evaluative judgments. It is harder for the school counselors who are being evaluated or who are evaluating themselves to do the same, but they should try. The more objective evaluators and self-evaluators are in analyzing the data, the more the evaluative judgments of what a counselor is good at and what needs renewed effort are meaningful. Evaluators and self-evaluators need to have and use complete information and to avoid overgeneralizing from one negative or positive piece of information. Premature judgments need to be avoided.

The purpose of self-evaluation is to provide professional school counselors opportunities for discriminating self-analysis and opportunities to study their own work and identify their strengths and their weaknesses. Identification of strengths supports maintaining those competencies. Identification of weaknesses indicates areas for professionalism enhancement. Self-evaluation is sometimes misused by building guidance program staff leaders and sometimes by school counselors themselves. Rather than go through the work of deriving legitimate objective- and subjective-databased conclusions, ways are found to shortcut the evaluation process. Some building guidance program staff leaders, particularly those who are not professional school counselors, over-rely on self-evaluation in developing their evaluations. They simply take the data presented and conclusions drawn by school counselors and present them as their own work. Some school counselors use this activity to promote themselves. The extent of their work is to cite examples that demonstrate that they did do whatever the indicators of competence are. When one half of the evaluation team (in the first case, the building guidance program staff leader; in the second, the school counselor) shirks the responsibility to participate fully in the activity, the other team member must pick up the slack for the process to be meaningful at all.

Considering the Context

Reliance solely on standards-related specific data does not always provide for the consideration of contextual information that might or should influence evaluative judgments positively or negatively. Deciding what contextual data are relevant to consider in the overall performance evaluation and how it will be figured in and recorded are decisions that should be addressed systemically (Decision 11). Objective contextual data can be figured into the evaluation scheme. Subjective data, being "soft data," are more difficult to factor in.

An example of objective data in the model presented in this book is the weighting of roles and competencies for each school counselor's job description. The impact that weights have on the summative evaluation judgment was discussed earlier in this chapter. At this point in the evaluation procedures, conclusions are drawn by building guidance program staff leaders and school counselors about what the evaluation ratings mean in light of the expectations for their jobs. When school counselors are highly rated in heavily weighted roles, their performance strengths match their assigned program responsibilities. When school counselors are not rated well in heavily weighted roles, either they have direction for professionalism enhancement goals or their responsibilities should be changed. When their ratings are high in roles that are not heavily weighted, the choices are to change their priorities, set relevant goals, or seek changes in their program responsibilities. When their ratings are low in roles that are not heavily weighted, decisions are made as to how much effort is warranted in strengthening that relative weakness.

Examples of subjective contextual data that might influence the ratings of individuals' performance or professionalism enhancement progress are circumstantial or personal. Extenuating circumstances include those in the context of the school situation, such as working with new or different administrators or faculty members or in new or different buildings. Transitions often bring challenges to change that are difficult for staff members to anticipate or, in some cases, to manage. Unexpected changes in the community, for example, an uprising of parents who challenge the value of the guidance program, might need to be taken into consideration. Short-term personal issues, such as health or family concerns, might alter an individual's performance temporarily. Other contextual challenges or changes in priorities might catch school counselors off guard and not allow them to perform at their optimum. Being a first-year counselor is a status that requires some consideration in evaluation.

Both building guidance program staff leaders and school counselors have responsibility to discuss these circumstances and their bearing on the school counselors' performance evaluation openly. Building guidance program staff leaders exercise judgment in how to mitigate the influence of such factors. Not wanting to discourage potentially high-performing school counselors, they distinguish among temporary loss of focus, disengagement, or impairment from that which is longer lasting. How such is reflected in the evaluation rating and on the evaluation forms varies, depending on the data-relatedness of the performance evaluation system. If the system does not allow going beyond the data, then at minimum building guidance program staff leaders make comment of the extenuating circumstance for the record. If the system is holistic, they have permission to adjust their ratings as they see fit.

Making the Summative Evaluation Judgment

In anticipation of the performance evaluation conference, building guidance program staff leaders and school counselors each summarize their evaluation findings (data interpretation, data-based conclusions, and contextual considerations). The summative evaluation judgment includes the summary of all performance ratings as well as those of all other elements that are factored into the system (i.e., those of professionalism enhancement goal attainment and related action plan implementation).

If the district performance evaluation system concludes evaluation with one summative rating, each comes to the conference with a tentative judgment prepared. If the system uses numerical symbols, each has completed the requisite math before the conference. If the system uses verbal ratings, each is prepared to state and defend (explain) their tentative, final evaluation judgment.

Planning the Evaluation Conference

The final step in preparing for the evaluation conference entails planning how these individual and cumulative judgments would be best discussed by building guidance program staff leaders and school counselors. For conferences to be optimally effective, both parties must be clear as to their roles in evaluation (Bernard & Goodyear, 1992). Building guidance program staff leaders are the evaluators and have the primary responsibility for the agenda and conduct of the conference. School counselors are the evaluatees, but they also have information to contribute to the conversation. They should be clear in their own minds about the agenda items they want to discuss and anticipate what will occur in the conference. The conference consists of a dialogue between the two players and, as much as possible, reflects a climate of striving for mutual understanding and agreement.

Because it is the link between the standards on which the evaluative judgments are based and the final judgments themselves, the performance evaluation form provides an efficient means for structuring the conversation. Both the counselor, as a result of self-evaluation, and the building guidance program staff leader tentatively rate the counselor using the form as the summary of the criteria. They are then each prepared to explain their own perceptions of the ratings and be on firm ground from which to make adjustments if needed. It is recognized by both parties that these are drafts of the final form (are done "in pencil"). Changes are often made as a result of the information shared during the conference. All the data supporting the ratings are available at this time.

Planning how the individual and summary evaluation judgments can best be communicated increases the effectiveness of the conference. Building guidance program staff leaders clarify in their own minds what they want to communicate and how that information can best be provided to a counselor. Having analyzed available data and drawn their evaluative conclusions, they determine what strengths of performance will be highlighted and what examples will be used. They determine what areas are to be highlighted for improvement and how they will exemplify a counselor's needs. They develop recommendations for future efforts by a counselor.

Clarity of communication is essential in all circumstances, but approaches to information sharing vary according to the assessed professionalism levels of the school counselors. As in the supervision activities discussed in Chapter 7, building guidance program staff leaders are most effective when they consciously select their approaches. In summary, with counselors who are assessed to be in the Professional Worker category, nondirective, collegial, and facilitative approaches are appropriate. With those in the Unfocused Worker category, collaborative and collegial but somewhat confrontive approaches are appropriate as well as those that enhance conceptualization and cognition. With Disengaged Workers, confrontive, catalytic, and directive-informational approaches as well as those that allow for autonomy while providing some normative structure are appropriate. With Impaired Workers, the most appropriate approaches are those that are prescriptive, with building guidance program staff leaders providing direction and maintaining some control, in other words, providing some normative structure with the intent of increasing autonomy as the counselors' professionalism levels improve it. Building guidance program staff leaders are cognizant of employers' and employees' legal rights and responsibilities in evaluation.

School counselors plan for the conference by also being clear about their own self-evaluative judgments. They come prepared to state clearly and honestly and to illustrate what they perceive as their strengths and weaknesses, and with some ideas about how they will work to improve in their weaker areas. In anticipating what might be addressed by their building guidance program staff leaders, they prepare themselves for accepting even negative feedback with the open mind of a learner. Based on the soundness of their self-evaluative efforts, they are prepared to be properly assertive of their opinions, and at the same time seek to understand what is being communicated to them. In case they are violated, they need to be aware of their rights as well as their responsibilities in evaluation, and of those of the employer as represented by building guidance program staff leaders.

Holding the Conference

During the conference, both players participate actively and professionally in providing and receiving information. During the conference, communication is clear and constructive. Building guidance program staff leaders "attend to counselor anxiety, differences in perceptions, deficient performance, client welfare concerns, ethical issues, etc." (Borders et al., 1991, p. 73).

Because of the nature of the conference, at times school counselors feel good about the conversation and at other times they do not. When their strengths are emphasized, they are comfortable and enjoy the interaction. When their weaknesses are being highlighted, they are less comfortable and may become defensive. Bernard and Goodyear (1992) recommended to staff leaders that "Defensiveness should be addressed openly" (p. 107). If feasible, the dialogue should continue "until mutual understanding is reached, until the evaluator has enough information to make his/her final ratings" (Texas Counseling Association, 1991, p. 42) and the counselor understands the meaning of the ratings.

Abdication of evaluation responsibilities by school counselors—those who inflate their self-evaluations—and by building guidance program staff leaders—those who rely too heavily on school counselors' self-evaluations—is addressed in the evaluation dialogue as well. Building guidance program staff leaders strive to engage counselors in the self-analysis process, extracting honest self-evaluative thoughts and examples as to the counselor's perceptions of strengths and areas for improvement. School counselors tactfully guide evaluative conversations using the specifics of the performance evaluation form or other statements of standards to elicit honest perceptions and judgments from their evaluators.

In conducting evaluation conferences, building guidance program staff leaders do well to consider the literature on how best to nurture improved performance in others. According to Blanchard (1995), Don Shula articulated five strategies for improving quality performance using the acronym COACH. The acronym represents the strategies of being Conviction-driven, stressing Overlearning, and being Audible-ready, Consistent, and Honest. Conviction-driven building guidance program staff leaders hold the professional standards in the forefront of the evaluation conference. They stress "overlearning" by helping their subordinates "achieve practice perfection" (Blanchard, 1995, p. 7) in the application of their technical skills and knowledge. Being "audible-ready" means being "ready to change their game plan when the situation demands it" (Blanchard, 1995, p. 7). School counselors need information and autonomy to carry out their program roles and enhance their professionalism. To be effective, building guidance program staff leaders must be consistent, that is "predictable in their response to performance" (Blanchard, 1995, p. 7). Counselors perform better knowing that both good and poor performance are recognized on a consistent basis. Honesty engenders trust. Building guidance program staff leaders model the integrity they expect in their staff members. "The COACH acronym is a good checklist for the skills and strategies to help people and organizations do high-quality work" (Blanchard, 1995, p. 7). The evaluation conference is the time to use and model these strategies.

The conference ends with building guidance program staff leaders and school counselors discussing recommendations for continuing improvement of a school counselors' performance. Each comes to the conference with ideas in mind, based on the data analysis and resultant conclusions. At this time, recommendations can be explicitly stated by relating them to the performance indicators and descriptors. Improvement needs identified at the indicator level are serious deficiencies that warrant a lot of attention by both parties and major strategies for improvement. Those identified at the descriptor level indicate possible performance enhancements that take less attention to remediate. During the course of a conference, new ideas often emerge regarding improvement targets and strategies. This begins the process of professionalism enhancement goal setting and action planning, which was described in Chapter 6.

In the case of serious deficiencies that cannot be repaired or remediated through the resources of the district's performance improvement system, building guidance program staff leaders are bound by the following ethical guideline for counseling supervisors (Association for Counselor Education and Supervision, 1995):

> [5C] 2.12 Supervisors, through ongoing supervisee assessment and evaluation, should be aware of any personal or professional limitations of supervisees which are likely to impede future professional performance. Supervisors have the responsibility of recommending remedial assistance to the supervisee and of screening from the training program, applied counseling setting, or state licensure those supervisees who are unable to provide competent professional services. These recommendations should be clearly and professionally explained in writing to the supervisees who are so evaluated. (pp. 273–274)

Postconference Activities

After evaluation conferences are completed, building guidance program staff leaders and school counselors have several activities to complete. They are encouraged to reflect on the conference itself and their participation in it. Building guidance program staff leaders see to the final completion and distribution of the performance evaluation forms. Leaders and school counselors follow up on recommendations that emerged as a result of the evaluation process.

Conference Reflection

In reflecting on performance evaluation conferences, building guidance program staff leaders consider what was communicated and how well they went. They assess the accomplishment of their original objectives. Did the school counselors leave more aware of their performance strengths, cognizant of their relative weaknesses, and armed with some specific targets to consider as professionalism enhancement goals? If the answer to some of these questions is no, then an analysis of why not is needed. Building guidance program staff leaders also consider other ways to accomplish what still needs to be learned. Second conferences might be in order. An opportunity also arises at the signing of the final copy of the performance evaluation form.

Building guidance program staff leaders reflect on what the school counselors had to say. What were their perceptions of their strengths, weaknesses, and tentative professionalism enhancement targets? What input did they bring to the conferences about their performance? They consider new contextual information shared by counselors. Building guidance program staff leaders often use this opportunity to solicit input from individual counselors regarding the program design, concerns they have with other team members, job-related issues, and even feedback to themselves.

Building guidance program staff leaders review the effectiveness of the approach taken with each school counselor. When needed, were they appropriately collegial, collaborative, confrontive, directive, and so on? Did they use their repertoire of administrative, management, supervision, and leadership strategies effectively? New data are gathered in every interaction between building guidance program staff leaders and school counselors; thus, considering these new pieces of information is worth some time as well. This is a good time for building guidance program staff leaders to reevaluate professionalism levels of school counselors, or at least to factor the new data into their ongoing assessments.

As we mentioned several times, the relationship between building guidance program staff leaders and school counselors is an ongoing one, and these conferences are for many the most emotionally charged activities that occur in that relationship. It is essential to reflect on what occurred in the conferences in the context of the relationships. Were the relationships enhanced or damaged by the events of the conferences? Did relationship factors facilitate or interfere with accomplishment of the objectives?

School counselors reflect on the same agenda items. They recap for themselves what were identified as their performance strengths, weaknesses, and areas to consider for professionalism enhancement. They reflect on whether they successfully communicated their points and whatever information they had wanted to convey. Were they honest in their contributions and feedback? Analysis of how the conference went includes identifying what was effective and not effective about their behavior in the conference. Did they comport themselves as professionals? They, too, consider the impact of the relationship on the conference and of the conference on the relationship. Building guidance program staff leaders may need to teach school counselors how and what to reflect on after these conferences are over.

Form Completion and Distribution

The procedures regarding form completion and distribution vary across school districts and are, again, matters of legal procedures and district policy and regulation. Whatever the nuances of the district's system, following the evaluation conference, building guidance program staff leaders complete the final copy of the evaluation form. They add information gleaned from the evaluation conferences and assign the final ratings.

After the forms are fully completed, signatures are required: at minimum, the school counselor's and the building guidance program staff leader's. In most performance improvement systems, these signatures indicate that the evaluation conferences have occurred and that the completed forms have been seen by the evaluated school counselors. The signatures do not necessarily indicate the counselors' agreement with the contents of the evaluation.

Districts adopt procedures for handling circumstances in which employees do not agree with their evaluation comments or ratings. In most systems, employees have the opportunity to respond to their evaluations in writing and are allowed to present documentation to support their positions. Such responses usually become part of the official record of the evaluation. Some systems provide opportunities for another evaluative opinion to be sought. Due process provides for counselors' rights to such activities as grievance procedures, including private and public hearings. These latter measures are at an extreme end and come to play in cases in which negative contract status changes or termination is recommended. Again, laws, policies, and regulations dictate how these are handled in school districts. Building guidance program staff leaders facing such events are cautioned to study carefully relevant legal rules to ensure they conduct themselves and the process appropriately.

The form itself is a legal record that is filed in school counselors' cumulative personnel files. It is the method whereby not only school counselors but also school districts learn and have on record the evaluative judgments developed as described. Copies of an individual's form are distributed as dictated by the school district's overall performance evaluation system. At a minimum, the counselor, the building guidance program staff leader, and the department that manages the personnel records receive copies. If there are other responsible administrators in the "chain of command" for the school counselor (e.g., the building principal, the district-level guidance program staff leader), they receive copies as well.

Follow-Up on Recommendations

In addition to assisting school counselors develop professionalism enhancement goals, building guidance program staff leaders have some other postevaluation responsibilities. In their supervision role and having completed the performance evaluations of each of their professional school counselors and other staff members, they begin development of their own supervision plans for the subsequent year, as described in Chapter 7. After completing the in-depth thinking and dialogue of the evaluation component activities, building guidance program staff leaders have fresh and clear ideas as to how they can best contribute to the overall quality of professionalism of the department staff.

In their management role, they ensure that the other administrators involved at the building and the district levels follow through with the evaluation-related procedures. For example, they ensure that the contract status for the subsequent year is properly recorded and that the payroll departments are informed. They present the evaluation and related information to building principals and district guidance program staff leaders as well.

In their administrative role, building guidance program staff leaders follow up, when necessary, with the legal actions pursued by or against members of their department staff. If a school counselor or other department staff member files a grievance, the grievance procedures as outlined in district policy are attended to. When building guidance program staff leaders recommend negative changes in the contract status of school counselors or seek termination of a contract, there are review procedures the employees can and usually do request. Both grievance and evaluation protest procedures entail building guidance program staff leaders presenting their side of the story at each level of a series of hearings. The hearings are held by impartial officers with increasing degrees of authority, beginning with building principals, including members of the school board, and ultimately ending at the state education certification agency. In cases like these, which can last for years, the documentation discussed previously is not only legally correct but invaluable as help in recollecting the specifics behind the judgments questioned by school counselors.

While they are pursuing their rights, grieving school counselors maintain their job assignment within the school district and often within the same building. In these situations, both school counselors and building guidance program staff leaders are challenged to carry out their relationship with appropriate professional decorum. Amid this tension, building guidance program staff leaders do well to draw from the support provided by the profession's ethical standards (American Counseling Association, 1995; Association for Counselor Education and Supervision, 1995). Key at this point is often the following guideline (Association for Counselor Education and Supervision, 1995):

> [5C] 2.13 Supervisors should not endorse a supervisee for certification, licensure, completion of an academic training program, or continued employment if the supervisor believes the supervisee is impaired in any way that would interfere with the performance of counseling duties. The presence of any such impairment should begin a process of feedback and remediation wherever possible so that the supervisee understands the nature of the impairment and has the opportunity to remedy the problem and continue with his/her professional development. (p. 274)

If the Building Guidance Program Staff Leader Is Not a Professional School Counselor

Even today many school counselors are evaluated by the building administrators with whom they work; often these well-intentioned "administrators know little about what the counseling program does" (Housley et al., 1990, p. 295) and are less current in the accelerating knowledge of the art and science of school counseling. Evaluation is not a personnel function that can be subcontracted out to someone else. Evaluation is a function about which generalist administrators are well educated and with which they have a variety of experiences, but "evaluating school counselors . . . requires knowledge and training in areas other than those associated with teaching" (Schmidt, 1990, p. 87). Thus, to carry out some of the activities of the performance evaluation component, non-school counselors who are fulfilling the roles of building guidance program staff leaders need to be specially trained.

Subcontracting

When subcontracting does occur, it sometimes consists of generalist administrators relying on school counselors' self-evaluations or on the input of other school staff members regarding school counselors. When relationships between generalist administrators and school counselors are ones of mutual respect, trust, and even caring, administrators often also trust counselors to evaluate themselves. Although counselors' self-analysis is an important professionalism enhancement tool, it does not allow for the objectivity required or the feedback desired to occur. Without feedback, stagnation is likely to occur. The only true accountability for the counselor results from nurturing and guarding the relationship with the administrator.

When relationships between administrators and school counselors are not healthy, administrators' evaluative judgments can be easily influenced by others, typically teachers or parents, who do not understand the comprehensiveness of the program or the complexity of counselors' jobs. Their often biased input, not based on the performance criteria of the profession, may result in unwarranted negative evaluations. In this scenario, the accountability for counselors results from their rapport with teachers and parents, who at best indirectly represent some of the students, not from their effectiveness with students.

Throughout the model presented in this book, we have encouraged professional generalist administrators to subcontract for counselor expertise to provide supervision and other kinds of professional consultation to school counselors. In supervision activities before and after performance evaluation and in helping a school counselor select professionalism enhancement targets, they can be very helpful. Such consultants are also helpful to generalist administrators through the activities associated with data gathering and consultation about their meaning. District-level guidance program staff leaders with school counseling backgrounds have valuable information. But, the actual development and presentation of the evaluation belongs to the responsible administrator.

Special Training

Training in the rationale, purpose, and activities of the counselor performance improvement system and the evaluation component specifically is needed for all school counselor evaluators regardless of counseling expertise. To do the job well, administrators without current school guidance and counseling expertise need more extensive training in the standards on which the system rests. They benefit from training aids, such as videotapes or other means that help them get valid "pictures in their heads" of role fulfillment that meets the standards. Without experience, effective counseling is not something many noncounselors have observed from an objective perspective. In addition, applying these standards to gathered data, analyzing it, and developing relevant evaluative judgments require specialized attention as well. New administrators benefit from this extensive training initially. Follow-up consultation with all administrators as they develop increasing sophistication in school guidance programming and counselors' roles is needed.

Applying Generalist Administrator Skills

Generalist administrators have skills in providing orientation to building and district systems. Thus, having themselves been trained in the specifics of the school counselor performance improvement system, they readily conduct such orientations for school counselors. As with other staff members, once they have learned the specifics related to the school guidance and counseling field, generalist administrators are well-schooled in conducting meaningful evaluation activities. They know how to use gathered data and are adept at preparing for and holding evaluation conferences and at the activities that follow evaluation conferences. Although they are loyal to and caring of their staff members, building administrators are cognizant of the needs of the students in their building and hold that priority in front of them at all times.

Summary and a Look Ahead

As has already been extensively discussed, school counselors' development of professionalism enhancement goals and related actions plans are the most meaningful postevaluation activities. Performance evaluation, tied to job definition and relying on data gathered in supervision, provides focus for professionalism enhancement. The performance improvement system is "a continuous process" (Bernard & Goodyear, 1992, p. 107). Having a meaningful performance improvement system and conducting relevant performance evaluation of professional school counselors begin with the commitment to do this right and end with increasingly competent performance and increasingly committed professional school counselors. This ends the description of such a system, which began in Chapter 5 with the system overview and the job definition component, included Chapter 6 with the schema for assessment of levels of professionalism and the activities associated with professionalism enhancement goal setting, and Chapter 7, providing professional supervision.

While the focus of carrying out program roles and responsibilities (Chapters 3 and 4) and the performance improvement system (Chapters 5 through 8) has thus far been on the *building* level, Chapters 9 and 10 describe administration, management, supervision, and professional leadership responsibilities of *district* guidance program staff leaders. District leaders administer and manage guidance programs districtwide. They provide support for continuous performance improvement by building guidance program staff leaders.

Part IV

DISTRICT GUIDANCE PROGRAM STAFF LEADERSHIP: ROLES AND RESPONSIBILITIES AT THE DISTRICT LEVEL

Chapter 9

Creating the Climate for Effective Districtwide Guidance Program Implementation

Competencies:
All listed with different applications

CHAPTERS 9 AND 10 FOCUS on the job description of district guidance program staff leaders, as outlined in Chapter 2. District guidance program staff leaders are the individuals delegated responsibility by district superintendents for administering, managing, supervising, and providing professional leadership to building guidance programs, building guidance program staff leaders, school counselors, and guidance department staff members districtwide. In carrying out these functions, they operate in the contexts of school districts, of districtwide comprehensive guidance programs, and of systems established by the district to assist school counselors in all buildings to improve their programs and their performance. Chapter 9 begins by adding more detail to the district guidance program staff leaders' job description and discusses their *program* leadership functions. Chapter 10 discusses their *staff* leadership functions and describes strategies they use to continuously improve their own professionalism.

In providing leadership to guidance programs districtwide, district guidance program staff leaders are responsible not only for implementing the systems but also for devising them. Examples of such systems are described in this chapter and include those that support program development and implementation, the establishment of healthy interpersonal climates within guidance departments, and systems for promoting continuous performance improvement. The second major leadership responsibility of district guidance program staff leaders described in this chapter is that of solving guidance program staff-related problems, which stem from individuals' personal needs and from issues that arise between individuals. The third leadership responsibility addressed in this chapter is that of relating to others outside of the guidance department on behalf of the guidance program and its staff members.

The Job of District Guidance Program Staff Leaders

Purpose

As with building guidance program staff leaders, the ultimate purpose of the work of district guidance program staff leaders is to provide what is best for students and consistent with the expressed mission of the school district (Henderson, 1994a). They are responsible for ensuring the quality of the guidance programs in every building, the appropriate integration of the guidance programs throughout the educational system, and the professionalism of each of the school counselors.

Although their ultimate purpose is student development, district guidance program staff leaders work indirectly on the students' behalf. Their direct work is with building guidance program staff leaders and school counselors, as well as with other district or building guidance and other program leaders. They are primarily accountable to the superintendent (or designee depending on the organizational structure of the district). Falvey (1987) described their circumstance well:

> As middle managers, [guidance program staff leaders] are responsible to two sets of colleagues. Top administrators expect them to maintain high standards in their own conduct, as well as to supervise staff in carrying out organizational objectives. Staff expect supervisors to provide them with support and to serve as advocates in representing their interests to top management. In each case, supervisors are held accountable for their own work performance and that of their staff. (p. 39)

In program and staff performance efforts, district guidance program staff leaders follow the vision, mission, and values of their school districts as articulated by their superintendents, school boards, and those above them in the organizational structure. They create and articulate districts' visions, missions, and values for the guidance program and implement the missions of the school district through the guidance program and staff.

As described in Chapter 2, large school districts may employ several district guidance program staff leaders. One of these is the administrator of the guidance program and staff. The others, often labeled *supervisors* or *consultants*, help fulfill different aspects of the four leadership roles and may work as building leaders for multiple buildings.

With Whom They Work

Direct leadership by district guidance program staff leaders is primarily provided to building and other district guidance program staff leaders. Occasionally school counselors who are potential guidance program staff leaders or who have unusual issues (e.g., resistance to program implementation, incompetence, or personal issues that impair their performance) receive district guidance program staff leaders' services. District leaders of other programs and building principals are typically the next most frequent "customers" of these staff leaders. District guidance program staff leaders also may have responsibility for guidance department paraprofessionals and other professional staff members when they are involved in or collaborating with the guidance program and school counselors, such as principals and teachers. An assortment of "others" (e.g., out-of-district professional colleagues, concerned or upset parents, school counselors-in-training, school counselor applicants, commercial vendors, community representatives) also seek services of district guidance program staff leaders.

What They Do

Although still not much has been researched or recorded (Aubrey, 1978) regarding the provision of staff leadership for professional school counselors, there is an increasing number of district administrators and supervisors assigned to

> lead and assist in comprehensive guidance program planning, design, implementation, and evaluation; and in the provision of staff development activities for performance improvement through supervision, evaluation, and in-service training of campus guidance staff. They are responsible for materials development and resource expansion by the district. (Texas Education Agency, 1991, p. 29)

They fulfill roles and functions and apply competencies that are similar or parallel to those of building guidance program staff leaders. They fulfill administrative, supervisory, management, and professional leadership roles with building guidance program staff leaders and school counselors in all of the buildings of their districts; but, as succinctly stated by Bernard and Goodyear (1992), "the administrative supervisor, while concerned about service delivery, must also focus on matters such as organizational structure, personnel, and legislative and fiscal issues" (p. 151).

To support the staff leadership model described in this book and the program leadership model described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994), we have identified five basic responsibilities of district guidance program staff leaders. To ensure provision of the highest quality guidance programs possible in their districts, they devise and implement systems that support program and staff excellence, solve guidance program staff-related problems, and relate to leaders outside the guidance department on behalf of the guidance program and staff. To ensure highest quality performance by school counselors and building guidance program staff leaders, they train building and other district guidance program staff leaders and school counselors to support program and performance improvement, and they provide support for performance improvement of building and other district guidance program staff leaders. In addition, they are responsible for improving their own job performance.

These responsibilities are consistent with research conducted with the support of the Association for Supervision and Curriculum Development (Pajak, 1992), which identified 12 dimensions of school district administrative services that were "most closely associated with outstanding supervisory practice" (p. 128) regardless of subject matter discipline. They are listed in Figure 9-1 and grouped according to the five categories we identified as responsibilities for district guidance program staff leaders.

In addressing the reality that there is often tension between leaders of individual buildings and those in the central administration of school districts, and that currently there is debate about centralized versus decentralized administration of schools, Pajak (1992) suggested that "the dimensions can be enacted . . . in a manner that is consistent with *either* a bureaucratic or a more decentralized approach" (p. 129) and, further, that "the available evidence suggests that a balance between central coordination and local autonomy is needed in every organization to maximize performance" (p. 137). The rest of this and the next chapter assume that consistent missions and harmonious relations exist between the central school district administrative offices and those of the school buildings. Where such harmony does not exist, it must be attended to before other functions are carried out effectively.

Devise/Implement Systems

A major responsibility of all district program administrators is to ensure that district resources are appropriately directed toward desired student outcomes. Eighty percent of those resources are in the form of employee salaries. In striving for optimum application of those staff resources, district guidance program staff leaders devise and implement systems that support guidance program and staff excellence. A *system*, here, is defined as a procedure that consists of a series of functionally related activities and/or processes that serve the accomplishment of one end

FIGURE 9-1
Twelve Dimensions of Outstanding Supervisory Practice*
Five Basic Responsibilities of District Guidance Program Staff Leaders

Program
Instructional program (2)
Motivating and organizing (3)
Curriculum (4)
Planning and change (8)
Research and program evaluation (12)

Climate
Communication (1)

Problems
Service to teachers (5)
Problem solving and decision making (10)

Relate With Others
Community relations (6)

Performance Improvement System
Staff development (7)
Observation and conferences (9)
Personal development (11)

*Adapted from Pajak (1992). The number in parentheses after each dimension indicates its priority among the 12 dimensions.

(*American Heritage Dictionary*, 1982). Each system used in guidance program staff leadership contributes to the dual goals of excellence in services to students as well as efficiency of resource use. Systems are designed for use not only within buildings but also for applications across the district. School district boards of education want consistency of services to students across the buildings in their charge. They also want assurance that employees are treated professionally, ethically, and legally. As implied by Pajak (1992), these districtwide systems must incorporate professional and legal standards leading to effective and efficient assistance for all students, and at the same time allow for the diversity of needs of students in school buildings serving diverse age levels and communities. Thus, as seen in the examples provided below, effective districtwide systems provide for local autonomy within the parameters of professional standards.

Envisioning, Designing, and Operating Systems

District guidance program staff leaders are responsible for envisioning, designing, and operating the systems needed to support guidance program implementation districtwide. Envisioning a system entails conceptualizing which activities link together and how they interrelate, and spelling this out for the people involved. A system has an organizational structure and time frame. The roles for involved staff members are designated. Often, materials (e.g., forms, audio-visuals, and computer programs) support the activities that make up a system. In designing guidance-related systems, district guidance program staff leaders involve representative school counselors and those of other groups who will be implementing them (Gysbers & Henderson, 1994).

Implementation of guidance program and school counselor performance leadership systems requires fulfillment of roles and acceptance of responsibilities at the district and the building levels. District guidance program staff leaders, building guidance program staff leaders, and building principals (and those above them) are accountable for the overall effectiveness of the guidance-related systems. As exemplified below, district guidance program leaders provide mechanisms that guide and support operation of the systems. Their support often involves holding building guidance program staff leaders and school counselors accountable for system implementation. Such accountability often entails reporting. Thus, district guidance program staff leaders are systematic about developing, disseminating, collecting, reviewing, and filing reports.

Reporting

Development

District guidance program staff leaders cause the development of forms and formats for better ensuring consistency of reporting. We like forms that require specific responses rather than asking for long narratives, which are difficult to write, read, and critique. We believe that forms are best when they are developed by the form users. A committee or team of several people who not only understand the system that calls for reporting and its purpose but are also good at detail build forms that allow for efficient recording of the accomplishment of the desired tasks. All groups of both district and building school counselors and other form users should be represented on such committees.

Dissemination

The timing and method for dissemination of the report forms need some consideration. In our experience, forms should be distributed close to the time when they are due, but enough time should be allowed for thorough form completion that is least disruptive of the school counselors' work with students. New forms should be distributed for the first time in person, allowing time for training and discussion of the purposes and methods for completing them. No matter how clear and complete the work of the form design committee has been, others will still need explanations of what each item means and how to complete it.

Collection

Collection is facilitated by a deadline and a filing system. In establishing the filing system for receiving the reports, district leaders anticipate how they will review the reports: one at a time as they come in, all buildings of one school level (i.e., elementary, middle, and high school) together, or grouped by each kind of report (e.g., needs assessments and goals, calendars, and so on). The first is efficient and avoids backlogs, but it makes for a disjointed picture of what is happening across the school district. The review of all buildings of one school level at a time does allow the district leader to not only draw some conclusions about each building but also compare and contrast schools across the district and see common ideas across the levels. Depending on the time frame allowed for report submission, such an approach may mean that there is a gap of time between the submission date of the first school and that of the last. Reviewing by kind of report and by school level sorts the reports into the smallest increments, meaning that standards for critiquing can be consistently applied and a cogent picture of district practices can be readily developed.

Review

District guidance program staff leaders review and critique the reports and use them to focus their support and monitoring of the programs and staff. The critique of reports is based on their purposes and the standards set in designing the system and the rationale behind the aspects of the supporting forms. The critique includes considering the substance of what is submitted (e.g., the plans, the evaluations) as well as the appropriateness of form completion.

At a minimum, district guidance program staff leaders review and respond to the paperwork submitted and respond in writing. At a maximum, they respond to these reports in face-to-face discussions between building and district guidance program leaders and visits by district guidance program leaders to meet with building guidance program staff members. District leaders strive to ascertain the degree of correlation between reports and actual program implementation. When reports are either exceptionally strong or weak, district leaders also meet with building principals to critique the report and encourage their direct support to their building guidance program staff leaders.

File

When the reports have been reviewed and responded to, they need to be filed somewhere for later use. Filing by school is a method that may work to facilitate other phases of the system design and implementation process. Having the historical progress of a building's program, as represented by its reports, provides substantial information to both district and building guidance program staff leaders as they analyze needs for continuous improvement of the program, the process, the performance, or whatever is being studied.

Example Systems

In striving for consistency of excellence in services to students and enhancing the professionalism of staff members, district guidance program staff leaders devise systems of different applications and magnitudes. In this section of the chapter we describe three types of systems: those that facilitate program implementation, those that support the establishment of healthy relationship climates, and those that promote continuous performance improvement.

Program Implementation

Three systems devised at the district level to facilitate program development, improvement, and maintenance are those that (a) support professional school counselors as they organize for program delivery, (b) strive for continuous improvement of their programs, and (c) develop and use their resources.

Organize for Program Delivery

A system that facilitates building guidance program staff leaders and members as they organize for program delivery is one that supports planning, designing, and evaluating program implementation (Gysbers & Henderson, 1994). In planning, needs assessments are conducted and data analyzed, and program priorities are set for the year. In designing, the yearly calendar of program activities is projected (Henderson, Bailey, Krueger, & Williams, 1996). In evaluating program implementation, the calendar and other plans are reviewed at the end of the year, in light of what really happened. Carrying out this program development process within one building is best when guidance program staff members do it as a program implementation team, having rich group discussions about what the needs data tell them, creatively designing activities to meet these needs, and fitting them into the time frame for the year. Having a reporting system that requires the signatures of all staff members encourages each person to participate. (Most people will not endorse something with their signature without having participated in its development.)

Accountability begins with the submission of the program design for the year—that is, the calendar and the rationale that supports it, which are the results of needs analysis and priority setting. Any reporting done for district guidance program administration should also be supported by building administration. Principals are held accountable for all of the programs in their buildings. They then review and endorse the program plan at the beginning of the year. At the end of the year, they do the same with the evaluation of the program process.

Continuous Program Improvement

A system that facilitates continuous program improvement is one that annually supports building guidance program leaders and staff members as they set, monitor, and evaluate program improvement goals (Gysbers & Henderson, 1994). As described in Chapter 3, incremental changes are a powerful means for revising guidance programs substantially over time. At the beginning of each school year, guidance program staff members (professional school counselors, department paraprofessionals, teachers and administrators fulfilling guidance program roles, and so on) consider their individual goals for program improvement. These individual goals are brought together into a set of building goals for the year that will align the building program more closely with the desired program design. Individuals and the guidance program staff team commit to these goals, supporting each other and the collective whole. As the year progresses, building leaders monitor progress toward the goals and, at the end of the year, evaluate accomplishment.

District guidance program staff leaders support this process not only by designing the procedure and processing the relevant forms but also by suggesting targets for improvement that are consistent with districtwide goals or particularly relevant for a specific building. If the school district has an overall plan for guidance program improvement (Gysbers & Henderson, 1994), targets are suggested there (e.g., decreased time in nonguidance tasks or increased time in guidance curriculum activities). School districts also may have strategic plans that apply to all programs within the district and suggest improvement targets (e.g., school- and communitywide programs for assisting young people develop character). In this continuing era of parental demands for "better schools," districts and buildings have a variety of state- or district-imposed improvement processes. Any of those processes result in suggested targets for guidance programs as well (e.g., improved achievement test scores as a result of enhanced self-confidence). District guidance program staff leaders have responsibility for keeping pace with the "state of the art" in school guidance program development. They are a conduit for bringing new ideas gleaned from professional reading, research, and conferences to the building staff members. Injections of new, relevant ideas stimulate improvement thoughts.

Develop and Use Resources

ACQUIRING RESOURCES. District guidance leaders support program implementation and improvement efforts by "acquiring and allocating resources needed for effective and efficient program implementation" (Henderson, 1994a, p. 35). They also monitor and assess the use of these resources. The primary resources within guidance programs are the professional school counselors, their time, and their talent. Their work is enhanced by such material resources as "adequate materials, appropriate facilities, and equipment" (Henderson, 1994a, p. 35).

Budget development: The acquisition of both human and material resources is the result of successfully acquiring sufficient budgets, a primary responsibility of district guidance program staff leaders. The budget development process varies from district to district, but total district budgets are developed by district administrators and authorized and supported by school district boards of education. In best-case scenarios, budgets are developed to reflect the values, priorities, and agreed upon platforms of the school district.

The value placed on what the guidance program contributes to student development and the optimum use of professional school counselors' time and talent in providing that program are the driving forces behind a large portion of the *staff* budget allocation decisions. This requires a flow of logic as follows:

1. Value: Counselors assist students to develop self-esteem, make meaningful educational and career choices, and solve problems that interfere with their intellectual and social development.
2. Priority: To make these important contributions in a meaningful way, counselors conduct student-centered guidance programs analogous to teachers conducting student-centered instructional programs.
3. As the teacher–student ratio is critical to effective instruction, the counselor–student ratio is critical to effective guidance.
4. Platform: The optimum counselor–student ratio is 1:250.
5. Budget decision: Sufficient budget ($X00,000) will be appropriated to support that ratio for the students.

In these scenarios, it is the responsibility of district guidance program staff leaders to provide rationale that support the platform and data regarding actual costs. They provide the research- and evaluation-based information regarding counselors' contributions to students, amount of program contact and effectiveness with what percentages of students, ratios needed to maintain or increase that contact and effectiveness, the number of counselors that entails for the upcoming school year, and how much that number of counselors will cost.

More challenging for new district guidance program staff leaders in this process than providing the rationale to support the ratio request is often developing the mathematical formula for achieving the determined ratio. Questions that need to be answered are the following: Will only full-time positions be added (i.e., one full counselor for a building)? or Will partial positions be added (i.e., one full counselor to serve two buildings, or three buildings or more)? At what point in the intervals between 250 and 500 will additional counselor time be allocated (e.g., 1/2 at 375? or 1 at 500—meaning that 1 counselor serves 499 students before additional staff is added)?

The same kind of logic and figuring is needed regarding ratios between professional school counselors and guidance program staff leaders. What are the contributions made by building and district guidance program staff leaders to counselors that enhance the latter's contributions to student development? What is the optimum number of counselors to assign to building leaders? At what point in that number is additional leader time allocated? And, completing the leadership chain, what is the optimum ratio of district leaders to building leaders? Similar questions are asked relating to guidance department paraprofessional and secretarial staff members.

Although the budget for staff allocations is the largest portion of guidance program budgets, money budgeted for the *material resources* that support guidance program implementation must also be sufficient to ensure effectiveness of programs (Gysbers & Henderson, 1994). These budgets are also the responsibility of district guidance program staff leaders. Such resources include program-related materials (e.g., books, videos, workbooks, professional materials, and forms); office supplies (e.g., paper, pencils, paper clips, and calculator ribbons); and furniture and equipment (e.g., desks, chairs, tables suitable for small-group counseling, and computers). Money is also sought to support professionalism enhancement (e.g., consultants, in-service training, conference registration, and travel).

These categories are budgeted by district guidance program staff leaders for both building and district offices. Thus, they solicit input from building leaders regarding their budget item needs and wants. These are then aggregated with those sought by the district leaders, making up the budget requested at the onset of the district's budget development process. Having building input provides some of the rationale for making the request when the time comes to defend the budget request.

In growing districts, district guidance program staff leaders provide input from their guidance program perspective as decisions are made regarding the acquisition and design of new and remodeled facilities. School district purchasing agents are important resources in budget planning as well as spending. Districts use bidding processes for selection of vendors of items that are bought in great quantities (e.g., chairs) and those that cost a lot (e.g., computers). The cost amounts are available from the purchasing department.

In addition to acquisition of the money needed to support effective guidance program implementation, there is a qualitative dimension to resource acquisition. Establishing systems for "acquiring" high-quality people to fill the slots provided for in the budget and for acquiring the right materials, equipment, and such is also a responsibility of district guidance program staff leaders. A system for "getting the right people on staff" is described in Chapter 5 and includes recruitment strategies and standards to consider in establishing job requirements, the baseline of which is set at the school district level.

Similar effort is applied by district guidance program staff leaders in identifying potential, high-quality building guidance program staff leaders, recruiting, and grooming them. As described in this book and in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994), the quality of building guidance program staff leaders is critical to the overall effectiveness of school counselors' performance and of the comprehensive guidance program. When these positions become available, district leaders must be ready with a diverse pool of applicants who not only want the position but also meet the high standards set for selection to the position (described in Chapter 2). Because these positions are key to successful building programs as well, district guidance program staff leaders collaborate with principals in whose buildings the positions are available.

Assuring acquisition of the right-quality material resources is often a matter of delegation and monitoring for district guidance program staff leaders. District departments that control selection of items (e.g., purchasing, facilities management, and technology) need to be communicated with to ensure that the specifications for what is needed or useful to the guidance department are clear. A system for determining professionalism enhancement needs of staff members is described in Chapter 5. There needs to be an accountability trail between the justification for the budgeted amounts (i.e., staff members' needs) and their expenditures (i.e., professional development activities).

Allocating resources: Once annual budgets are passed by school district boards of education and the systems are in place for accessing and spending the money, district guidance program staff leaders have responsibility for allocating the resources to the buildings and to the district offices. By the time school district budgets are passed, the actual budget appropriations are often significantly less than the original amounts requested. District guidance program staff leaders, in turn, allocate the real dollars to the various categories according to a system. Staff allocations are based on needed modifications of the originally proposed staffing formula (representing the agreed upon counselor–student caseload). Formulae that support allocation of other program budgets are also helpful. They ensure that there is a rationale behind the allocations and, if additional rationale are proposed, the formulae can be altered. For example, if dollars are allocated to buildings on $X per student basis, building-based staff members with fewer students may suggest that money for nonconsumable program *materials* be allocated on a per counselor/per grade-level basis, because equity of materials in buildings with the same grade levels results from having sufficient materials to provide the program for those grades, regardless of the quantity of classrooms within them.

MONITORING AND ASSESSING RESOURCE USE. Monitoring and assessing the quality and the quantity of use of allocated human and material resources are also done systematically.

District guidance program staff leaders strive to ensure that new staff positions are filled in a timely manner by applicants with high potential (Chapter 5) and the resulting redistribution of student caseloads is done appropriately. The mathematics of caseload assignments confounds some (e.g., that 1½ counselors = 3/2's of counselors, meaning that to have equivalent caseloads the caseload for the half-time counselor in a building is one-third of the students). Of course, monitoring and assessing the quality of the performance of counselors are done through the performance improvement system, described in Chapters 5–8 and 10.

Monitoring the use of all categories of program budgets entails use of a bookkeeping system that provides for tracking the ongoing expenditures from and the status of those budgets. After all of the work of requesting and negotiating for budget allocations, it is advisable to spend the budgeted money wisely and to be able to account for it. If school board members ask what the department bought with the funds, district guidance program staff leaders (and any school counselor) want to be proud of and factual about the answers.

In our opinion, selection of program materials and office supplies is best done by the users of those items. Devising and implementing a method that provides for this may be as simple as allowing building guidance departments to generate purchase orders, which are reviewed and signed-off on by district guidance program staff leaders who manage that category of the budget. In some situations district guidance leaders select and purchase materials for the schools that they determine meet specific, districtwide needs. In still other situations, they select a representative committee to assist in the screening and selection of materials.

Inventory. Maintaining an inventory of guidance department materials, equipment, and facilities provides a systematic way to monitor the supply of those items as well as to anticipate needs for additional items or for refurbishing them. Building guidance program staff leaders are held accountable for the inventory in their buildings; district leaders are held accountable for the aggregate. Assessing the use of materials, equipment, and facilities may be accomplished through a systematic approach to recording schedules of use. For example, a weekly or monthly schedule of activities held in the Guidance Information Center provides data as to who is using the center, for what purposes, and to the benefit of how many students.

"Information collected through accountability efforts is used by counselors for three primary purposes: (a) to improve the overall quality of the school counseling program, (b) to provide evidence of the effectiveness of services, and (c) to enhance their professional image" (Fairchild, 1994, p. 28). We suggest a fourth purpose: to acquire the next set of resources to meet the next set of needs. In other words, efficient (quantitative) and effective (qualitative) use of one set of resources suggests to the appropriators of those resources that the next set will also be used wisely.

Establishing Healthy Relationship Climates

Systems that facilitate the establishment of healthy interpersonal relationship climates within guidance departments districtwide are those that rest on skilled leadership and provide for communication and team building. As in buildings, conscious efforts to ensure healthy climates are focused through a system of staff meetings. Districtwide networking is encouraged.

Skilled Leadership

"Prerequisite to skilled administration is having the interpersonal skills necessary to counsel, supervise, and administer such a relationship-based program" (Henderson, 1994a, p. 36). School guidance programs involve many relationships; providing leadership to the staff of the program at the district level adds several more layers of these. "Relationships develop and interactions occur between clients and counselors, between counselors and supervisors, and between supervisors and their administrator. These relationships should be characterized by mutual respect and trust, two-way interactions, and a collaborative spirit" (Henderson, 1994a, p. 36).

Healthy interpersonal relationships in the workplace are fostered in an atmosphere of sound, professional values. The values that district guidance program staff leaders espouse and model are the values represented in the program and by the program staff. If they value the worth and dignity of each individual, such is valued throughout the department. If they value nurturing of individuals at all levels in the district (students through superintendent), such is valued throughout the department. They are the protectors of individuals' rights: students', parents', teachers', counselors', and staff leaders'. They strive to treat both individuals and groups justly and fairly and consistent with the mission of the school district and the guidance program.

Upholding individuals' rights becomes complicated when these rights come in conflict. Parents have rights that in some instances supersede their children's rights. Students have rights that in some instances supersede their teachers' rights. Not only do district guidance program staff leaders have to walk these paths carefully themselves, but they also have to express policies and teach others to do the same. For example, policies (board or operational) have to be established regarding whether students have the same right to guidance instruction (including decision making and self-esteem) as they do to that of mathematics or English, or whether parents have the right to exclude them from learning this content in school. Policies have to be established regarding whether students can participate in individual or group counseling without their parents' permission or only with that permission, as well as about how that permission is obtained.

Then, too, the professional standards upheld by district guidance program staff leaders are the standards upheld by the majority of the guidance program staff members districtwide. Professional standards are those that describe professional counseling and staff leadership performance, guide ethical decision making, and are prescribed in laws and district regulations. They are clear in their statements of expectations and reinforce them in a variety of ways, including direct instruction, positive reinforcement, confrontation, and modeling.

Intradepartment Communication and Team Building

If (and we believe it should be) a goal of districts is to have districtwide guidance programs staffed by individuals who feel affiliated with them, intradepartment communication and teamwork are needed districtwide. The importance of healthy communication and team building is described in Chapter 3. Helping building guidance program staff leaders develop teams in their buildings provides a foundation on which to develop a similar approach districtwide. Maintaining the team approach districtwide supports building-level teams. As described in Chapter 3, teams are groups of people working together to achieve mutually established goals. Each member is encouraged to participate in team activities and to take risks to improve the program. Teams take responsibility for themselves by agreeing on their own processes and rules, solving their own problems, and maintaining their direction.

District guidance program staff leaders are the "captains" of the district teams. The leadership team members are the building leaders. If district leaders want effective leadership in the buildings, their leadership teams are collegial and empowering to the members, not autocratic and stifling. The diversity of the group and the uniqueness of each individual's contributions are underscored. The communication skills practiced reflect the high-quality skills of counseling professionals.

Staff Meetings

As described in Chapter 3, staff meetings provide a mechanism for team development and implementation. A series of staff meetings conducted at the district level provide similar mechanisms. Similar staff meeting rules apply: logistics are determined; leadership is clear; and the agenda is mutually developed, announced, and flexible. The topics include issues in guidance program maintenance and improvement; staff members' performance improvement; sharing of news, information, and ideas; resource management; and leadership development. Guidance program leadership and group supervision of building leaders by district leaders is accomplished through this mechanism. A sample prototype of the agenda for such meetings is displayed in Figure 9-2. Effective district guidance program staff leaders model excellent group process skills, setting the tone for similarly effective groups in the buildings.

These meetings provide opportunities for collaboration among district and building guidance program staff leaders. For example, as districtwide problems surface, groups work to develop realistic solutions and new procedures or regulations that are workable in the buildings. In addition to agenda items that reflect districtwide concerns or those brought by district guidance leaders, building guidance leaders learn a lot from and truly value opportunities to meet with their colleagues. Because they are the designated leaders in buildings, they are separated somewhat from the other guidance program staff members in their buildings. Being able to discuss their ideas and concerns with a group of peers enriches their professionalism, which in turn enhances professionalism in their buildings.

A districtwide series of staff meetings entails regular meetings with each of the building leadership groups as well as with all of the leadership groups. Elementary building leaders meet with other elementary building leaders; middle school leaders with middle school leaders; and high school leaders with high school leaders. On a less frequent basis, meetings for all building guidance program staff leaders of all levels are supportive of districtwide programs and practices.

The frequency of staff meetings depends on the size of the school district and the ratio of district leaders to building leaders. Whereas weekly meetings are a must in the buildings, monthly district meetings of leaders from the same school level provide for sufficient frequency to address items in a timely manner, without taking the building leaders away from their building responsibilities too often. Meeting eight or nine times a year provides opportunities for developing cohesive teams. In any case, meeting schedules should reflect a pattern to help provide a sense of order, design, and purpose for the meetings. Rotating the meeting sites through each of the buildings provides for sharing ideas about facilities as well as giving group members visual pictures of each other's work settings. Annual retreats—longer meetings in relaxed settings with more visionary agendas—add richness to group cohesiveness. We have had success with holding such retreats in members' houses (no rental fees), with each group member providing a designated food or supply item. Agendas that provide for some personal or group development time in addition to the program development or professionalism enhancement time also enrich a group.

Meetings of building guidance program staff leaders from all levels allow for articulation of guidance programs in local areas. They are scheduled in a timely manner when there are cross-level issues to discuss or plans to be made. For example, at the beginning of the year, districtwide goals for program improvement for that year are discussed. Another valuable time to meet is to plan the activities designed to help students transition from one school level to the next. The end of the year is the time to reflect on what happened and how things went during the year, and to begin the process of setting goals for the following year.

Networking

Providing opportunities for all school counselors in the school district to network is also beneficial. Helping counselors know and respect each other's work across levels and schools enhances the districtwide, all level, comprehensive guidance program approach. Such opportunities also provide for school counselors to connect with others of similar interests to theirs that might otherwise not happen. Formal districtwide in-service education events, informal social gatherings,

FIGURE 9-2
Building Leader Meeting Prototype Agenda

I. District Topics/Issues
  A. District Items
    1. Policies, procedures, and operations
      a. Instruction
      b. Finance
      c. Administration
    2. Program initiatives
      a. Instruction
      b. Administration
    3. Interdepartment procedures relations
    4. Legal rulings
    5. Politics and community relations
  B. Guidance Department
    1. Program
      a. Development/improvement
        - Strategies
        - Activities
        - Materials
        - Resources
      b. Interlevel (elementary + middle; middle + high)
      c. Interbuilding
    2. Personnel
      a. Orientation and training
      b. Performance improvement system
        - Building guidance program staff leaders
        - School counselors
        - Department paraprofessionals
    3. Policies and procedures

II. Building Topics/Issues
  A. Program
    1. Goals
    2. Strategies
    3. Problems
  B. Personnel
    1. Goals
    2. Strategies
    3. Problems

III. Structured Group Supervision
    1. Developmental
    2. Administrative

and official meetings of local school counselor associations are examples of such meetings. Collegiality and camaraderie contribute to district and program loyalty. Motivational speakers who address professionwide issues (e.g., cultural pluralism) or ideas and strategies for helping students and families regardless of the age of the student (e.g., conflict management) rejuvenate school counselors at particularly stressful times of year. Networking opportunities also provide means for school counselors to join hands to address such morale issues as salaries or working conditions.

Promoting Continuous Performance Improvement

A system for promoting the continuous performance improvement of school counselors has been extensively described in Chapters 5–8 and 10. As with other systems, the district guidance program staff leaders' responsibilities are to conceptualize a system that best achieves the purpose of continuously improving performance, to design it for implementation, to oversee its appropriate implementation, and to continually refine it. As administrators of guidance program staff leadership programs, they are ultimately responsible for the quality of staff leadership provided and the effectiveness of all of the members of the guidance program leadership staff (Henderson, 1994a).

Conceptualizing the System

In conceptualizing the performance improvement system for guidance program staff members in their school districts, district guidance program staff leaders are cognizant of the research and best practices in school counseling performance improvement as well as those of the counseling profession as a whole. They also develop the system in keeping with the laws of the state and the policies of the school district. The school counselor performance improvement system must be consistent not only with professional counseling practice but also with those systems used for administrators, teachers, and other categories of professionals in the school district. The more closely the counselors' system is aligned to the other groups' systems, the better it is implemented by guidance program staff leaders who are not professional school counselors and understood by generalist administrators in the "chain of command."

Conceptually, the system for nurturing continuous performance improvement by staff has clearly defined desired outcomes, has defined roles and responsibilities for the players, has distinct activities that are organized according to a time frame, and is supported by materials (Henderson, 1994a). In the system defined in detail in this book, the outcomes are for each school counselor to achieve optimum professionalism. In it, building and district guidance program staff leaders and school counselors fulfill distinct roles and responsibilities. The activities consist of those scheduled throughout the school year that result in appropriate job definitions, supervision, performance evaluation, and professionalism enhancements goals for each professional school counselor. Because of the legal guidelines associated with personnel systems, official and informal forms are provided by the school district to support it.

In envisioning the system and defining it operationally, district guidance program staff leaders involve other guidance leaders in its development. Regardless, however, of the amount of input received in its development, it is the responsibility of district guidance program staff leaders to articulate its value and operations to the district policymakers and to the guidance program staff members. They explain in specific terms what is meant by promoting optimum professional development, the value of defining job responsibilities consistently from building to building, the purposes for providing professionally appropriate supervision, and the criteria on which performance evaluation rests.

Beyond articulation of the system, district guidance program staff leaders are responsible for ensuring that relevant training is provided to those who carry out roles in the system and for those who will use its results. In the performance improvement system described in this book, the primary implementers are the building guidance program staff leaders. Their training is critical to the system's effectiveness and is the most extensive. Such training is described in Chapter 10; and a specific example is provided in Appendix N. Building and district administrators with authority over the guidance program and staff need training as well. It has also been found that when counselors "are given information about supervision at the beginning of the supervisory experience, they are in a better position to be articulate throughout the experience" (Bernard & Goodyear, 1992, p. 124). It is logical that, in order for a performance improvement system to be optimally effective, the targets of that system—the school counselors—are fully trained in its facets as well.

Overseeing Implementation

Overseeing implementation of the performance improvement system entails providing the necessary directions and reporting forms at appropriate times during the system cycle to ensure adherence to the now-legally defined procedures. (Processing such reports is described earlier in this chapter.) As activities are done, discussions are held with building guidance program staff leaders about new learnings, issues, insights, techniques, and strategies that arise. Assisting building leaders as they juggle their various roles and the multiple activities of the system is critical to its successful implementation. District guidance program staff leaders consult with others as they address issues in the process and with individual staff members. Such consultation may be informal assistance to other staff leaders, or it may be part of the formal process for rewarding excellence in school counselors' performance (e.g., merit pay or recommendations for advancement) or serving notice to school counselors with unsatisfactory performance.

System Refinement

As monitors of the system, district guidance program staff leaders have responsibility for its continuous refinement. Through dialogues with its users and through monitoring the submitted reports, they are in a position to identify strengths and weaknesses in the system or in an individual's use of it. Performance improvement systems, like the one we are describing, are intricate. Especially when the system is new, individuals need varying amounts of training in making best use of it and its activities. Ongoing and personalized training is probably required. Once installed, however, new and more effective or efficient ways to accomplish the desired outcomes will arise. District guidance program staff leaders are open to these ideas and to incorporating them into the system.

Solve Guidance Program Staff-Related Problems

A second program leadership responsibility carried out by district guidance program staff leaders is that of addressing staff-related problems. They are consulted with and intervene in personal and interpersonal problems of and among guidance program staff members, and between guidance program staff members and staff members from other departments. Issues range from deeply painful personal problems to sometimes seemingly petty interpersonal conflicts. Some "cases" that are presented are not negative, are not problems, but are positive requests for individualized attention.

For some problems, district guidance program staff leaders provide consultation to individuals or groups having the problem. Consultation is outlined in Chapter 4 and fully described in counseling and management literature and will not be reiterated here, but the essence of the consultation process used in these situations is to listen carefully to the problem defined by the consultee and to help them clarify the issues. With problems specifically and fully defined, consultants help their consultees gather and consider relevant data about the problem, clarify standards for solution, generate and select solution options, help define plans for solutions, and participate in that solution plan in a variety of ways.

In other instances, district guidance program staff leaders determine if and how their involvement can help resolve the problem and intervene. Intervention is a more active role than consultation and can entail such actions as taking over a problem, mediation, or even confrontation. Because district guidance program staff leaders are in long-term relationships with most of the people with whom they interact, they need to intervene skillfully even in the most negative situations. With confrontations, for example, maintaining professional objectivity and doing what is logically best for the students, parents, staff, and the program represented are critical to avoiding adversarial personal relationships. Unless the goal is to assert a position and maintain it at all costs, or to "win," or for some reason to be sure not to weaken the leadership position, it is advisable to end a negative intervention or confrontation on as positive a note as possible. If ending positively is not possible, following up shortly thereafter with something positive works well. In any case, to best continue the development of a long-term relationship between a district guidance program staff leader and another staff member in the school system, the next interaction after a problematic one ought to be a positive one, albeit on a different topic than that of the problem.

Personal Needs

School counselors and building guidance program staff leaders are human and, as such, face issues in their personal, social, educational, and career development during their tenure in school buildings and districts. As with the larger adult population, they are not immune to such personal problems as family dysfunction and strife, separation and divorce, deaths of parents and children, and serious illness. Social issues include adapting to a school's community, both as a place to work and a place to carry out one's social life (e.g., dating, cultural activities, and community service involvement). Motivated educators are learners and seek lifelong learning experiences through workshops and coursework. Availability of such is an example of one set of issues. Maintaining an appropriate balance of time and stress between seeking further education (e.g., a doctoral degree in counseling) and fulfilling one's job responsibilities is another. In addition to the on-the-job career development issues addressed throughout this book, other career-related problems arise for guidance program staff members (e.g., spouse transfers and other needs to relocate, anticipation of retirement, and balancing family and work responsibilities).

District guidance program staff leaders, particularly those with professional counseling skills, are resources for staff members facing such issues (i.e., "counselors' counselors"). They are the closest available resource for building guidance program staff leaders, who are advised not to lay their issues on their subordinates. They are also one step removed from their daily work situations and, as such, provide a safety zone for some school counselors.

We feel it is good when staff members trust their program leaders sufficiently to seek their counsel, and it is vital to the climate within the program that guidance program staff leaders respond appropriately. Appropriate responses require delicate balancing of caring and compassion, professional skill, and ethical behavior. It is *not* appropriate for staff leaders to enter into counseling relationships with staff members, but—much like the role of professional school counselors—it is appropriate for them to provide links to community mental health or other resources and to follow up. In these situations, district guidance program staff leaders apply their consultation and, in many instances, their referral skills. Avoiding dual relationships not only is the ethical path to pursue but also has practical value. Some counselors seeking help are in temporary (or permanent) states of emotional disturbance and, in apparently seeking help, are striving (consciously or not) to manipulate district guidance program staff leaders into the middle of situations unknown to the them. If their emotional issues are impairing their job-related performance, they may be being confronted in their buildings by their staff leaders.

Some individual professional school counselors seek individual attention from district guidance program staff leaders for more positive reasons. Fun examples are those who may feel underfulfilled on their job and seek higher levels of motivators: growth experiences, advancement opportunities, recognition, additional responsibilities, or reports on their achievements. District guidance program staff leaders apply the same issue identification skills as in the more painful situations and consult with such staff members about ways to meet their needs. In a different way, however, their level of intervention may be more involved. District guidance program staff leaders are often in position to help staff members find the motivators they seek. For example, where guidance programs are pursuing continuous improvement, there are many opportunities for relevant growth experiences. Associations and other groups provide vehicles for recognition through awards programs. District guidance program staff leaders nominate potential awardees and write letters of support.

Interpersonal Issues

Disagreements and conflicts, competition, and divergent goals are a natural part of people working together, as already addressed in Chapters 3, 7, and 8. There are myriad differences between individuals (e.g., different cultural backgrounds, different professional and personal belief systems, different learning and behavioral styles, and different career goals). Sometimes these differences disrupt coworker relationships. Because of the placement of the position in districts' organizational structures or their being one step removed from building situations, district guidance program staff leaders are consulted or intervene in interpersonal dissension among counselors, between building guidance program staff leaders and counselors, between building guidance program staff leaders and principals, between counselors and principals, and between members of the guidance department staff and those from other departments.

Counselors may compete among themselves for professional recognition by other counselors, teachers, building guidance program staff leaders, or principals. Although some competition may be healthy, others may be counterproductive. Individuals with longer tenure in buildings may feel threatened or jealously guard their position in a building when new individuals join them. They may have different views as to how program budgets or materials ought best be divided. Because of their leadership responsibilities, building guidance program staff leaders' authority may be threatening to counselors or other guidance department staff members. They may disagree with supervisory or evaluative feedback provided by guidance program staff leaders, and appeal or grieve those judgments with district guidance program staff leaders. Disengaged or Impaired Workers, especially, may seek counsel or redress by going "up the channels."

Relationships between building principals and building guidance program staff leaders and counselors may become strained. Sometimes these relationships are not very strong, as in the case of new principals who "inherit" in-place guidance program staff leaders. Their styles or visions may not match or, sometimes, they vie for authority. Sometimes building principals do not value guidance and counseling; others may judge counselors to lack competence or commitment. Sometimes guidance program staff members are not competent or sufficiently committed. As discussed in Chapter 4, differences in agendas between members of guidance department staffs and those from other departments sometimes impair their working together for the good of students. In some instances these disagreements shift from professional debates over policy or procedures to personal attacks.

As described earlier, district guidance program staff leaders assist in solving problems in a variety of ways. They bring to these conflicts not only objectivity but also authority. Interpersonal relationship problems need to be resolved—for the good of students and of the programs. The individuals with the problems are the only ones who can solve them. A rule of thumb is that the fewer other people who are involved in a problem/solution situation, the easier it is to resolve. Problems are also most easily resolved as close to the daily situation in which the problem occurs as possible (i.e., in the building). Thus, a premise for district guidance program staff leaders' consultation or intervention is to get ownership of the problem/solution into the hands of those in conflict as efficiently as possible. On the other hand, when individuals come for assistance with problems or when problems surface to the attention of district guidance program staff leaders, they cannot ignore the individuals or the circumstances.

Sometimes individuals come to district guidance program staff leaders not to use the authority of their position, but to use their expertise. They seek consultation as they struggle to clarify their own thinking or prepare themselves for confrontation or opening of a dialogue about a difficult situation. Sometimes they seek intervention, and it is necessary for district guidance program staff leaders to involve themselves actively in situations. Their position in the intervention may be neutral. They may provide mediation, for example, when counselor teams become dysfunctional. (Teams of two typically need a third party to help them begin to discuss their differences.)

District guidance program staff leaders have responsibility to lead and support the organizational structure of the guidance department and that of the school district. In fact, their first position ought to be to support building guidance program staff leaders or principals, while listening for misperceptions, miscommunications, or mistakes. Such "misses" can occur in any situation and need to be handled fairly. They strive to achieve the right balance between protecting guidance program staff members from unfair treatment and correcting situations in which they have made mistakes. Whether they are made by guidance program staff leaders, school counselors, or paraprofessionals or whether they reflect incomplete information, incompetence, poor judgment, or insubordination, mistakes by guidance program staff leaders and members need to be acknowledged and fixed.

As with any set of relationships that involve several people, one individual may seek or succeed in manipulating the dynamics for his or her own purposes. Interrelated players within guidance departments include district guidance program staff leaders, building guidance program staff leaders, principals, and counselors. Any one member of this group can disrupt the harmony of the relationships by seeking to shift its balance; for example, by trying to develop alliances with other parties to overpower yet another party. School counselors sometimes try to enlist the support of district guidance program staff leaders to bolster their position in disagreements with principals. Principals sometimes try to enlist the support of building guidance program staff leaders to bolster their position in disagreement with district guidance program staff leaders; and so on. Sometimes these alliances cause positive changes. Sometimes they are harmful to the relationships. Analysis of the dynamics of relationships and how they work in different situations aids district guidance program staff leaders in deciding how to proceed.

Although district guidance program staff leaders often bring objective perspectives to problem situations, their involvement may be perceived by some as threatening and, thereby, exacerbate the problem. District guidance program staff leaders do represent the delegated authority of school district superintendents and boards of education. In such situations, it is useful for district guidance program staff leaders to be clear in their own minds and to help others understand the roles they are fulfilling in different situations (i.e., administrator, manager, supervisor or professional leader, consultant, mediator, or intervenor).

Unwittingly or not, district guidance program staff leaders themselves are sometimes embroiled in interpersonal conflicts with building guidance program staff leaders, principals, school counselors, or others. As senior leaders of guidance departments, it is their responsibility in such situations to cause their resolution. Having reflected on and analyzed such situations, direct discussion with other conflict participants is a key step to resolution. Acknowledging that there is a problem is the first agenda item; defining it and working to solve it are next. When district guidance program staff leaders are seemingly unaware of such conflicts, others will tell them, if the department climate is such that that is safe to do. Parallel process reverberates up and down the leadership system.

Relate Externally on Behalf of the Guidance Program and Staff

Similar to their building counterparts (as discussed in Chapter 4), a third responsibility of district guidance program staff leaders is to relate to "program-significant others," those outside of the department who have or could have significant impact on the guidance program and staff districtwide. Decisions made at the district level have impact on students, on guidance program delivery, and on guidance program staff districtwide. They relate with building principals as a group and individually on behalf of guidance program and staff issues. They also relate to districtwide parent and community groups, including connecting the district guidance program and staff with those of neighboring school districts.

School District Leaders

School district leaders with whom district guidance program staff leaders relate are senior administrators, policy setters, and the leaders of other programs and service departments. It is their responsibility to ensure that guidance programs in the buildings across the district provide a consistent array and quality of services to students, and that guidance program staff members districtwide have consistent opportunities to enhance their professionalism. They ensure that the guidance program and staff members work within the mission, goals, and policies of the school district. At the same time, they engender support for the guidance program and staff. The more school counselors feel supported and encouraged by school districts, the better they perform. As reported by Sutton and Fall (1995), self-efficacy of school counselors is tied to their perceptions of the support they have from administrators, parents, and school boards. It also "may be an important variable in understanding and improving services and counselor performance" (Sutton & Fall, 1995, p. 335).

In relating with others at the district level, guidance program staff leaders advocate for guidance programs and staff members. They develop relevant district policies. They coordinate guidance program efforts with those of other programs. They communicate information and decisions to guidance program staff members to ensure alignment of their work with the district as a whole. No job in school business is immune from the opportunity to "perform other tasks and assume other responsibilities as may be assigned by the Superintendent from time to time." Thus, they may also carry out other duties that are not inconsistent with their primary responsibilities.

Advocacy

As described in Chapter 4 for building guidance program staff leaders, district guidance program staff leaders build relationships with representatives of these "external" groups; apply communication, consultation, and political skills; and perform the continuum of functions in advocating for guidance programs and staff members. These functions describe increasing degrees of activism by guidance program staff leaders in influencing the agenda of the activity in which they are participating (i.e., representation, information sharing, welcoming climate, outreach, support, cooperation, collaboration, consultation, and advocacy). These efforts are on behalf of the program districtwide and of the collective group of staff members, as distinct from the individual problem solving described in the previous section of this chapter.

Policy Development

The purpose of policies is to define good practice for school district operations and provide guides to appropriate actions. District guidance program staff leaders develop guidance-related policies, both Board and operational. They provide the guidance perspective in the development of policies by other departments. Subsequent to adoption of these policies, they develop the procedures and regulations that see to their appropriate implementation. To be operationally effective, regulations and related procedures need to be workable. In striving to ensure their practicality, district staff leaders involve building guidance program staff leaders and other representatives in their development.

District guidance program staff leaders are responsible for upholding the districts' policies and assuring adherence to them by the guidance program staff, as well as assuring adherence to the guidance policies by nonguidance staff (e.g., principals, other student services specialists). Policies are usually succinctly written and need explanation. District guidance program staff leaders provide education about and interpretation of policies. They assist building guidance program staff leaders in the development of appropriate operational practices, assignment of personnel, timelines, and such.

Some time is also spent in helping the district as a whole as well as specific building staff members to avoid bad guidance-related practice. Individuals from outside the field of education (e.g., parents, media, and the community at large) occasionally want things done that represent unsound or unethical practice; for example, the media often wants to apply data from college entrance exams inappropriately. Occasionally individuals from within the field of education but from outside the guidance field want things done that are unsound or unethical from the counseling perspective; for example, grant writers wanting to apply for money for peer facilitators to provide inexpensive counseling services for other students. Occasionally, counselors want their district guidance program staff leaders to accomplish something over which they have no control; for example, counselors have opinions of how discipline management ought to be carried out for students but want no role in that system. Being unwilling to fulfill a role in the system disempowers them from expressing their opinions.

Coordination

District guidance program staff leaders strive to coordinate guidance program operations with those of other, related district departments and programs. Defining how programs and activities "operate" includes not only establishing procedures but also timelines, budget allocations, staff assignments, content guidelines, and the like. As the mainstream operations of the district's educational program, development and implementation of the district's strategic and improvement plans, curriculum, and budget require district guidance leaders' participation.

Other departments provide services to both the guidance program and to the buildings' educational programs. Such districtwide departments as those of administrative and educational technology, human resources and personnel, staff development, and legal services make decisions and establish procedures that affect the work of school counselors and other guidance program staff members. Given the centrality of guidance programs to so many special programs for students (e.g., vocational, compensatory, special, bilingual/ESL [English as a Second Language], and gifted education; at-risk, homeless, and migrant student services; safe and drug-free schools, testing, and behavior management), many requests for school counselors' time are made in the development of their procedures. Several of these departments have and apply funding to enhance guidance programs and counseling staffs. Proactive communication in the development of operational decisions and procedures and budgets is ideal. Reactive communication after their development is sometimes a necessity, often less effective, and never as pleasant.

In some school districts, district guidance program staff leaders have ultimate authority with regard to tasks assigned to school counselors, with regard to staff leadership and program management of counselors funded by programs other than the regular district budget, and so on. In some districts or for some programs, that authority is divided between programs or shared with other program leaders. In some districts the hierarchy of responsibility and related authority is not clearly spelled out. The more blurry the lines are, of course, the more leaders are responsible to stay informed, cooperate, and collaborate.

Communication

District guidance program staff leaders not only communicate information from the guidance department to others at the district, but are also responsible to bring information from the district and from the perspective of other departments to guidance department staff leaders and members. Depending on the size of the school district, staying informed about happenings in all of the district's corners is no small task (and perhaps could be a full-time job in itself!). The meetings and other intradepartment communication strategies previously described provide vehicles for sharing information.

Other Duties

As members of superintendents' staffs, district guidance program staff leaders may perform other tasks and assume other responsibilities that superintendents deem necessary and suitable for them to do. As with other positions, these assignments may be extensions of guidance program responsibilities (e.g., attend Chambers of Commerce breakfasts on behalf of the district) or may be applications of particular talents of the guidance program staff leader, varying with each individual. It is obvious that these assignments should not be inconsistent or contrary to their guidance program and staff responsibilities (e.g., writing guidelines for the elimination of pull-out programs). It is less obvious that these assignments not only distract guidance leaders from their primary responsibilities but also take time away from them. Striving to ensure that these "extras" do not take undue amounts of time is not unlike school counselors ensuring that their time is allocated to the highest priority services for students. When attempting to delegate an assignment back up the "chain of command," guidance leaders use data and logic to support their requests. Delegating leaders do not always fully understand the ramifications (either in time or in politics) of their delegations.

Building Principals

In addition to working with building guidance program staff leaders, district leaders share guidance program staff leadership responsibilities with building principals, who have responsibilities for all of the programs and staff members in their buildings. Both sets of responsibilities are best carried out in partnerships within clear guidelines spelled out for primary and secondary authority. As described above, district guidance leaders have responsibility for establishing and monitoring adherence to districtwide policies and procedures, thereby ensuring consistency of student services and staff treatment. Building administrators have responsibility for operations of programs and management of staff members in their buildings. The two, in turn, delegate administrative, management, supervision, and professional leadership responsibilities to building guidance leaders. District and building administrators strive to work in concert in the best interests of students and staff; however, conflicts arise from time to time.

Developing partnerships on behalf of quality guidance programs for students entails the two administrators' knowing each other's goals and responsibilities in general as well as for the guidance program and staff. These partnerships are based on the mutual goal of having the best guidance program possible for the students in each building, with each professional school counselor performing at highest levels of professionalism. Under the best circumstances, district guidance program staff leaders and building principals recognize each other's administrative competence and appreciate each other as colleagues.

Principals and district guidance program staff leaders are mutually accountable for the quality and continuous improvement of the building-based guidance program and staff performance. Building principals recognize guidance program staff leaders' expertise in guidance program development and school counselor professionalism enhancement, regardless of building. District guidance program staff leaders recognize building principals' expertise in building program standards and improvement goals and staff members' commitment to those, regardless of program. Mutual respect supports the partnership approach. By blending their expertise, optimum program delivery and counselor professionalism are most likely to be attained.

District guidance program staff leaders also recognize principals' accountability for what occurs in their buildings, regardless of program affiliation (e.g., if a mistake is made, the principal has to explain it to the irate parent, the Superintendent, the Board, and the media). Building principals recognize guidance program staff leaders' accountability for what occurs in the guidance program, regardless of building (e.g., if a mistake is made, the program leaders also have to explain it to the irate parent, the Superintendent, the Board, and the media). Recognition of mutual accountability supports the partnership approach. When under scrutiny, allies are appreciated. By blending their expertise, problems are best resolved.

To be truly collaborative, relationships between principals and district guidance program staff leaders must also be based on clear delineation of responsibilities. In designing districtwide systems, clarifications are made as to who is fulfilling which functions, for example: Who evaluates the quality of the program, the program improvement goals, the yearly plans? Who evaluates the school counselors' performance, provides supervision, assists in job definition and/or professionalism enhancement goal setting? Where do the related data come from and who gathers them?

Program and staff authority, ideally, are tied to program and staff responsibility. Both administrators delegate responsibility and authority to building guidance program staff leaders. When individuals in those roles fit the Professional Leader category, they blend the expertise of both of their administrators. They, however, ultimately need to know which leader is responsible for what, for example: Who do they adhere to in a disagreement between them on a particular topic? Who has 51% of the vote over what?

In developing and maintaining a partnership approach to guidance program and staff performance, district guidance program staff leaders and building principals need to be aware of not only each other's responsibilities but also their priorities. Within school districts, there are continual efforts to balance districtwide and building-specific missions and needs. Educating building principals regarding the mission of guidance programs and the related needs for staff performance is a role for district guidance program staff leaders. They need to clarify the purpose for the allocation of district funds to the guidance program supports. Educating district guidance leaders regarding the mission and needs of the total educational program of school buildings is the role of building principals, as represented, perhaps, by their district administrators. Subsequently, continuous sharing of updated information within that broader picture (e.g., regarding guidance and building programs' policies, regulations, and procedures) helps both sets of leaders maintain similar perspectives. Orientation and education of new principals, superintendents, and other new, key administrators to guidance program and staff standards are the responsibility of district guidance program staff leaders. Helping generalist administrators stay current in their guidance information is also the district leaders' responsibility. Leaders do this in a variety of formal and informal ways.

Thus, when district guidance program staff leaders and building principals work in concert, they focus on the mutuality of their agendas, helping each other fulfill their roles and responsibilities in the best interest of students and staff. Even at its best, however, shared management has its difficult moments, when differences in agendas become the focus. These differences may be caused by common things, such as miscommunications or misunderstandings, or to things that are harder to resolve, such as different priorities for the guidance program or staff members' time or different standards for staff members' performance or for the program. In some cases, district guidance program staff leaders and building principals do not relate well. Mutual trust may not be present. Sometimes loyalty to building staff members supersedes sharing personnel information with district guidance program staff leaders; conversely, sometimes loyalty to school counselors supersedes thorough investigative practices of district guidance program staff leaders. When they most need to collaborate, building principals and district guidance program staff leaders are sometimes manipulated effectively by Impaired Workers or Impaired Leaders. Most often, however, when differences occur between these two leaders, building guidance program staff leaders are caught in the middle. As with other interpersonal relationships, good and open communication is essential to ongoing collaboration between these key players in pursuit of excellence in guidance program and staff performance.

Parents/Community-at-Large

In addition to relating to groups outside the guidance department but within the school district system, district guidance program staff leaders relate to groups and some individuals from outside the educational system but within the school district community area (e.g., parents, media, business and labor representatives, mental health community, public officials). They also relate with those whose influence is beyond that of the school district area, who affect the district's situation (e.g., elected city, state and/or national officials, government agency leaders). Establishing relationships with colleagues in neighboring school districts offers opportunities not only for linking with the community in a concerted fashion but also for sharing ideas and information.

Responding to and working with these external groups is much the same as that described in Chapter 4 for building leaders. There are those whose agendas are compatible with agendas of the guidance program and the school district, and who seek partnerships with them. There are those whose agendas express concern about the guidance program or the school district, and who challenge them.

Partners

In small and large school districts and communities, parent involvement groups (e.g., parent–teacher associations [PTAs] and organizations) and groups representing district-related business interests (e.g., Chambers of Commerce, Service Clubs, the districts' own business partner groups) are often active. The difference between these groups at the district level and their counterparts at building levels is their sphere of influence. For example, instead of local PTA units, district guidance program staff leaders work with the leaders of the districtwide Council representing all of the individual PTA units.

As much as possible, district guidance program staff leaders work within the same marketing plan as that suggested for building guidance program staff leaders: finding priority agenda items and activities that match and pursuing them. Many purposes for parent–school district or business–school district partnerships are possible. Relating externally provides means for community outreach and invitation into the schools; for informing, educating, and otherwise providing services to parents and district patrons; for representing the school district as well as the guidance program; for engendering political support; and for augmenting the guidance program's resources through donated resources.

Guidance program staff leaders are cautioned about spending time and energy on activities that, while fun, are not directly beneficial to the enhancement of the guidance program or staff performance. For example, making TV appearances occasionally to discuss critical topics (e.g., teen suicide or school stress) may be exhilarating and provide a community education service, but its impact on the school district guidance program or staff could be indirect or minimal (i.e., if the performance is well done, some pride is engendered, perhaps some content or means of expressing it are learned from the modeling).

Challengers

Individuals or groups may present themselves to district guidance program staff leaders to discuss their concerns about the guidance program. The individuals usually have one child-related issue to address. The groups are usually presenting or acting on a platform for change.

Individuals include parents seeking redress for mistakes they feel were made with their children at the building level, or other patrons wanting to express disagreement with the program, an operational policy, or practice. In both examples, district guidance program staff leaders seek to understand the concerns, gather data that more fully define the problem, and respond to them fairly (Henderson, 1994a). As more fully described in *Developing and Managing Your School Guidance Program* (Gysbers & Henderson, 1994), concerns are typically rooted in one of several causes, "and identifying which category they best fit into suggests an appropriate response" (p. 229). The categories include those with incomplete or misinformation; those who are members of groups with agendas in conflict with the guidance program (e.g., groups seeking censorship of a particular material) but who are seeking their own information; those who mistrust the school district or the guidance program because of political positions or personal experiences; those who have been mistreated, where mistakes have been made; and those using an issue as a vehicle for some other purpose (e.g., gathering ammunition, seeking visibility, or working their way through the hierarchy to get to the Superintendent, the Board, or the court room).

Individuals are interested in expressing their points and having individual wrongs righted. Representatives of groups, on the other hand, are usually seeking systemic change. They want political support for their political positions. Much has been written in other sources about responding to groups who would censor school materials or otherwise change the agenda of the schools. Although administrators are cautioned to never assume what the group they are facing actually is seeking, groups of this sort working or lobbying at the district level fit, in most instances, into the category of those working their way to higher levels. Thus, in addition to listening and seeking to understand their concerns and platforms, district guidance program staff leaders respond professionally but maintain the integrity of the mission and policies of the school district. Providing information to patrons is a responsibility to be upheld. Interpreting policy and practice is also valid. Beyond that, district guidance program staff leaders—as their counterparts at the building level—consult with and refer such groups to senior school district administrators to act in concert with the district's agreed upon plan for addressing them.

Individual district guidance program staff leaders strive not to undermine the districts' responses to groups that are seeking to expand their influence in the district. They keep senior administrators and board members informed about the guidance program-related issues being targeted; provide needed background and research information; share what they have learned about the educational agendas of the challenging organization, including the steps typically taken by these groups; support the steps required by the school board for getting on their agenda; and engender political support from partner organizations when the need arises (Brigman, 1994).

Neighboring School Districts

In addition to extending their efforts out to the guidance community at the state and national levels, district guidance program staff leaders relate with their peers in related or neighboring districts. Having unique responsibilities in districts, district guidance program staff leaders have a lot in common with their counterparts from other districts. Where the districts share students (i.e., one district's elementary students "feed" into another district's secondary school), the students are better assisted when district personnel coordinate activities.

Department heads in school districts share professional interests with their department staff members, but the latter are their subordinates. They share similar responsibilities and position in the organization with other department heads, but their professional interests may have little in common. Colleagues in similar positions in other districts share professional interests and responsibilities. Sometimes geography or scheduling issues prevent development of these relationships, but where they do occur they provide support to district guidance program staff leaders. Opportunities are available for sharing information and ideas for program and professional development as well as for individuals' professionalism enhancement. Program improvement ideas are gleaned from others' experiences—successes and failures. New materials, new approaches, and new challenges are shared. Collaboration and pooling of resources extend their application; for example, sharing the cost of an expensive but valuable in-service education consultant. Where several districts split a community, many community influences do not know district boundaries. Sharing prevailing political climate information is useful.

Districts that share students need to coordinate their programs, especially those at the transition points. Although organizational structures often make this cumbersome, good interprofessional and interpersonal relationships among guidance program staff leaders support dialogue, idea sharing, strategizing, and ultimately interlocking the relevant program activities. Transition activities for students vary a lot depending on the grade levels involved, but at a minimum they include orientation to the next district—its people, philosophies, rules and buildings, and registration in specific classrooms or courses. When jointly planned by representatives of the two sets of schools, they are congruent. When planned separately, they are disjointed and often have little logic or relevance from the parents' or students' perspectives. Beyond transition activities, which are often the responsibility of guidance departments, coordination of curriculum and instruction is beneficial for students. They are not the responsibility of guidance program staff leaders, except where guidance program staff are led by individuals who also lead curriculum and instruction departments.

District guidance program staff leaders also benefit from working together on efforts to advance school counselor professionalism in their area. Keeping abreast of professional advancements happening at the state and national levels, through mutual endeavors they bring the "state of the art" to their local community level. As adapting similar program models in comparable districts supports program improvement, installing similar counselor performance improvement systems enhances each district's changes. Not only does it provide for district guidance program staff leaders to share ideas and challenges, but it also encourages the school counselors. When they know that the "state of the art" is interpreted similarly in the next district over, they are more accepting of it.

Meaningful relationships among district guidance program staff leaders provide opportunities for professionalism enhancement. As peers discover new insights, read new books and journals, learn new ideas through more formal educational activities, and have new experiences, sharing these helps others think and learn somewhat vicariously or provides opportunities for pooling learning. Such learnings may occur spontaneously in an established group that relates comfortably, or they may be structured through study group formats or other agenda setting. Chapter 10 includes discussion of how district guidance program staff leaders attend to their own professionalism enhancement. The peer groups described here are vibrant vehicles for helping one nurture oneself.

More Ahead

Chapter 9 begins the elaboration of the job of district-level guidance program staff leaders. It details the purposes of their work, their customers, roles, and functions, which are similar to and different from those of building-level guidance program staff leaders. Three of their major responsibilities were discussed: devising systems that support guidance program and staff excellence, solving guidance program staff-related problems, and relating to leaders and others outside the guidance department. Chapter 10 discusses the other three major responsibilities: (a) training of and (b) providing support for the performance improvement of building and other district guidance program staff leaders and (c) maintaining their own high levels of professionalism.

Chapter 10

Enhancing the Professionalism of Building Guidance Program Staff Leaders

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Competencies:
All listed with different applications

THE JOBS OF BOTH BUILDING and district guidance program staff leaders are outlined in Chapter 2. Six major responsibilities were identified. Chapter 9 described three of these that focus on providing leadership to staff for the program: devising and operating systems that support program implementation, solving problems among guidance program staff members, and relating externally on behalf of the guidance program and its staff members. Chapter 10 continues the description of the job of district guidance program staff leaders by describing three of their major responsibilities that focus on providing leadership to staff for continuous improvement of school counselors' performance.

In Chapters 5 through 8, we described in some detail a school counselor performance improvement system. In that system, building guidance program staff leaders assist school counselors as they strive toward excellent performance. In Chapter 9, we described the district guidance program staff leaders' responsibility to design and operate the system. Having done that, they are also responsible for its effective implementation. They provide leadership to it through their work with building guidance program staff leaders. In this chapter, we describe how they do that: through training building guidance program staff leaders to carry out their program staff leadership responsibilities, through providing support for the continuous improvement of building guidance leaders' performance, and by enhancing their own professionalism.

Train Building Guidance Program Staff Leaders

As is evident from the content of this book, effective fulfillment of guidance program staff leadership roles is key to successful implementation of comprehensive guidance programs designed to meet student needs and to best ensure optimum use of school counselors' specialized competencies in those programs. Whether guidance program staff leaders are housed in individual buildings or in school district offices, and assigned responsibility for the programs and counselors in several buildings, they need training to meet these responsibilities.

Since Boyd's (1978) landmark work, the professional counseling field has taken quantum leaps forward in its understanding of the dimensions of supervision and guidance program staff leadership, its standards, and effective practices. Because "the necessity of specialized training in counseling supervision has become increasingly clear" (Borders et al., 1991, p. 58), the Association for Counselor Education and Supervision (ACES) supported the development and publication of a "Curriculum Guide for Training Counseling Supervisors" (Borders et al., 1991). Research continues to support the need for training, for example, Borders and Fong (1994) found that, in making the transition from counselor to guidance program staff leader (supervisor), "the cognitive shift from thinking like a counselor to thinking like a supervisor is pivotal to supervisor development" (p. 282). As summarized by Bernard and Goodyear (1992), school counselors who are "promoted to the position of administrative supervisor will find the transition difficult and [do] greatly benefit from some form of training" (p. 151).

At the time of the development of the ACES curriculum, there was "ample evidence that avenues for receiving supervisor training are quite limited" (Borders et al., 1991, p. 59). In an extensive search for literature regarding school counseling supervision and leadership, Henderson (1986) found only articles that supported its need and none that defined standards or exemplary practice. As described in Chapter 1, providing leadership to school guidance program staff has been a matter of applying learnings from general counseling to the school setting and translating learnings from instructional leadership to counseling. In turn, providing training to prepare school guidance program staff leaders has been primarily the responsibility of the school districts themselves (Henderson & Lampe, 1992) and of the professional school counselor associations (i.e., American School Counselor Association and its state branches; Henderson, 1986). Thus, it is a primary responsibility of district guidance program staff leaders. The next section describes what district guidance program staff leaders consider in designing such training, provides suggested content for such training that mirrors the contents of this book, and offers an example of training used in Northside Independent School District.

Designing Training

Training design entails defining the training objectives and identifying effective methods, strategies, and resources for helping participants achieve the objectives. Designed training includes a planned series of activities and interactions to ensure learning and application of the needed competencies.

Training Content

The first step is to clarify the purposes and objectives of training. In the context of the comprehensive guidance program and the school counselor performance improvement system as described in this book, the purpose of training is to provide opportunities for building guidance program staff leaders to learn to fulfill the leadership roles of administration, supervision, management, and professional leadership.

Identification of training objectives entails "identifying those aspects of the phenomenon that might serve as anchors in a discussion and are seen as potentially influential to the process and outcome of supervision" (Holloway, 1994, p. 526). The ACES curriculum guide (Borders et al., 1991) outlined seven core curriculum areas: supervision models; counselor development; supervision methods and techniques; supervisory relationship; ethical, legal, and professional regulatory issues; evaluation; and administrative skills. Our experiences indicate that, in school districts, building guidance program staff leaders also need training in the actual facets of the job—its activities and forms, as well as the competencies and commitment levels expected. In addition to performance improvement, program management and advocacy are important aspects of the job.

The ACES curriculum guide (Borders et al., 1991) also outlined training objectives, which we concur are essential to supervisor development, across three strands: self-awareness, theoretical and conceptual knowledge, and skills and techniques (Borders et al., 1991). Guidance program staff leaders are most effective when they are aware of their own applications of the knowledge and skills used in their job performance. The guide does not suggest an appropriate sequence, given the range of uses:

> Models of supervisor development and our experiences as trainers suggest several sequences for investigation. For example, we believe that instruction in supervision models, counselor development, and supervision interventions is necessary before supervisors-in-training are ready to deal with relationship issues. We also suspect that learning to be a supervisor is a spiraling process in which supervisors are recycled through each content area at progressively more sophisticated levels of awareness and understanding. (Borders et al., 1991, p. 78)

Learning and applying the competencies needed to be the most effective professional leader one can be is, in our opinion, "a spiraling process" that continues throughout one's professional lifetime. Thus, school districts are advised to provide continuing staff development activities for key leaders in addition to providing initial training.

The initial training is critical to making a successful transition from professional school counselor to professional building guidance program staff leader. As with the transition into professional school counseling from teaching or counseling in another setting, the induction "period cannot be stressed enough, given the initial ambivalence in roles, professional isolation, and general difficulty in practicing new behaviors" (Matthes, 1992, p. 246). If one is new to an existing staff, relationships need to be built. If one moves up from within a staff, a new role must be carved out. Neither task is small or uncomplicated. It is our advice to new building guidance program staff leaders to concentrate on relationship development first, and on providing professional criticism after that. Particularly challenging is providing leadership to friend-colleagues, as those relationships change, and to counselors who have more experience as school counselors than the new leader.

Borders and Fong (1994) found that novice supervisory thoughts, pivotal as they are to supervisor development, "change little over the course of a one-semester supervision practicum" (p. 289). Thus, the objectives for initial training target self-awareness and theoretical and conceptual knowledge, and projecting applications of these through skills and techniques. New building guidance program staff leaders learn about themselves, the new position, and its responsibilities. They learn about the challenges that will face them in interpersonal relationships and applications of new and old skills. They learn about the contexts and systems within which they will be working and how the systems are designed to enhance their work. They learn about the breadth and depth of the competency and commitment expectations of the job. They need to be motivated to continuously seek professionalism enhancement.

As they mature in their jobs, building guidance program staff leaders need continuous training to expand their repertoire of strategies and to deepen their knowledge development, to increase the effectiveness of their competency applications, and to enhance their capacity for self-evaluation. Continuing education targets identified by Borders and Fong (1994) include thought content, selection of leadership intervention, and self-appraisal in the leadership role. Effective building guidance program staff leaders continuously refine their own leadership models and competencies.

As fits the model described in this book, the objectives of initial and continuing training are similar to those of this text: for building guidance program staff leaders to

1. Be excellent in their jobs.
2. Establish and maintain meaningful and productive relationships with the staff members for whom they have leadership responsibilities.
3. Be optimally effective in nurturing the professionalism of each of the school counselors on their staffs.
4. Advocate skillfully on behalf of the guidance program and staff.

Excellence on the Job

For building guidance program staff leaders to be excellent in their jobs, they need to understand the job circumstances and expectations: its history, contexts and systems, the position guide, their roles, power bases, and needed competencies. They benefit from learning about what the literature and research show as the ingredients of effective guidance program staff leadership, including the characteristics and behaviors that enhance effectiveness. They need insight into the developmental process of leadership and to be motivated to continue to grow in their roles. They consciously develop their own leadership models, including style and platform, and ways to manage their leadership responsibilities. Initially, making smooth transitions to their new jobs and getting them under their control require planning and reflecting on its implementation.

Establish and Maintain Productive Relationships

To establish and maintain meaningful, productive relationships, building guidance program staff leaders understand and attend to the multiple dimensions of the guidance program staff leader–school counselor relationship. They consciously and skillfully develop healthy interpersonal climates within the department and build collaborating teams. Running effective staff meetings is a targeted skill. They understand and effectively use the building and the school district's systems for program development, improvement, and resource management. They are efficient about and communicate well in reporting and accounting. They apply the notion of professionalism and are students of the process of school counselor development. They choose leadership responses that are most appropriate to the professionalism level of each counselor.

Assist Others' Professionalism Enhancement

To assist others enhance their professionalism, building guidance program staff leaders rely on thorough knowledge of relevant professional, ethical, and legal standards. Because of their outstanding performance as school counselors, they model expertise in those competencies and professionalism in their level of commitment to the job and to the profession. They have experienced the components of the performance improvement system, that is, counselor selection and hiring, job defining, providing supervision, professionalism enhancement goal setting, and performance evaluation. They are assisted in applying those experiences into the leadership role, which they are defining as distinct from the counselor role in responsibilities and competencies. They learn to use relevant forms to support communication, to hold effective conferences, and to apply other techniques associated with clinical, developmental, and administrative supervision.

Advocate Outside the Department

Even though as professional school counselors, guidance program staff leaders have already worked with a variety of people outside of the department, they are perceived differently in their role as leaders by others because of their responsibility for the program and the staff. Theirs are positions of legitimate authority in the buildings and in the district. Thus, in advocating with others outside the department, guidance program staff leaders are conscientious and conscious of how and when they fulfill this role. They discriminatingly decide which functions are appropriate for the settings in which they find themselves. They hone their communication, consultation, and political skills. They treat each constituent and constituency group with dignity and respect.

Training Outline

Training for new building guidance program staff leaders was first described by Henderson and Lampe (1992). The focus was clinical supervision. Over time and experience, much has been learned about what else is needed to facilitate the transition to the new responsibilities as well as to be followed up on over time. Figure 10-1 displays the agenda used in training new "head counselors" in Northside Independent School District. Specific content suggested within the training is provided in more detail throughout this book. A more comprehensive outline, with subtopics noted, of the Northside training is provided in Appendix N.

Implementing Training

Training Methods and Strategies

In their monumental work, Loganbill, Hardy, and Delworth (1982) identified "three essential components: a conceptual component, an experiential component, and an integrative component" (p. 37) for training counselor supervisors. The ACES curriculum guide is built on the assumption that training "would involve a sequence of didactic and experiential instruction . . . and include exposure to the existing conceptual and empirical literature of each core area of the curriculum guide" (Borders et al., 1991, p. 61). These methods apply to the two basic categories of training topics: "the tasks of [leadership and] supervision and the interpersonal context of the supervisory relationship" (Holloway, 1994, p. 528).

A sequence for enhancing learning that we have found useful is one that follows Bloom's (1956) taxonomy of the cognitive domain, including knowledge, comprehension, application, analysis, synthesis, and evaluation. From the point of view of the trainee, learning begins with instruction and is followed by application, reflection, discussion, and self-evaluation, which are followed by projection and practice of new learnings. A variety of activities can (and should) be used in both the initial and continuing training. As with designing for instruction at all levels, the actual sequencing of learning activities may vary to match the order in which learners process new ideas and data.

Instruction is accomplished through didactic presentations and case conceptualizations (Bernard & Goodyear, 1992) and includes readings and related discussions. Integration of the new ideas often begins or grows naturally from the discussions. As Loganbill et al. (1982) noted, integration requires learners to "formulate a response" (p. 38) that incorporates the new learning and to "articulate this in some form either verbally or in writing" (p. 38).

Learners apply past and in-process experiences to new ideas to try them out, to see if they work. In the initial training, new building guidance program staff leaders may not have experiences in leading others that relate directly to the new ideas. Trainers assist them make the needed transitions by providing simulations or by having them build on their past relevant experiences. For example, they can analyze previous training and experience in fulfilling the roles (e.g., as teachers, coaches, counselors, mentors, and consultants) and to think about how they related to similar roles with new clients. They can consider their experiences as supervisees (Borders & Leddick, 1987). A "self-assessment of supervision-related knowledge and skills" guide is offered by Borders and Leddick (1987, pp. 9–11). It asks trainees to assess themselves regarding teaching skills, counseling skills, consultation skills, and research skills. Another assessment instrument is

FIGURE 10-1

New Head Counselor Training Agenda

Staff Leadership Through the Performance Improvement System Agenda

Session I (August/Early September)

- I. Context
  - A. Role of the Head Counselor
  - B. The Guidance Program as Context
  - C. Program and Staff Advocacy
  - D. District's Counselor Performance Improvement System
    - 1. Standards
      - a. Counseling
      - b. Supervision
    - 2. Components (# = 4)
- II. Job Definition Component

Sessions II–VII

- III. Supervision Component
  - A. Supervisor
    - 1. Responsibilities
    - 2. Models
    - 3. Roles
  - B. Supervision Methods and Techniques
    - 1. Clinical
      - a. 5-step process
    - 2. Developmental
      - a. Goal implementation
      - b. Case consultation
      - c. Mentoring
      - d. In-service education
      - e. Professional association affiliation
    - 3. Administrative
      - a. Professional, ethical, legal, and regulatory standards
      - b. Conferences
      - c. Staff meetings
      - d. Delegation
  - C. Supervisory Relationship

Session VIII

- IV. Counselor Development
- V. Professional Development Component

Session IX

- VI. Head Counselor Development
- VII. Management of Leadership Roles

Session X (April)

- VIII. Performance Evaluation Component
- IX. Putting It All Back Together

provided in Borders and Leddick (1987) that matches the ACES Standards for Counseling Supervisors (Association for Counselor Education and Supervision, 1989).

Reflection involves processing the ideas and examples and relating oneself to them. Writing assignments facilitate reflection as they force closure-for-the-moment of thinking. We ask trainees to write about the most personal aspects of leadership training (e.g., the leadership style they want to have, the purposes of supervision activities). Feedback also stimulates reflection and may be provided by the trainer or by fellow trainees through consultations, tape reviews, and all of the methodologies used in the practice of supervision.

Training is done best in small groups, addressing the recommendation of Loganbill et al. (1982) that "the trainee must engage in interaction with colleagues . . . e.g., structured exercises, worksheets and guided discussion questions can insure systematic and directed attention to the important parts of the process" (p. 38). As with the playing out of parallel process in supervision groups, over time building guidance program staff leaders, whether in initial or continuing training, learn much about the supervision sessions themselves from processing what occurs within the context of the group supervision. Recurrent subjects that arise and are growth-producing to address include insights into an individual's development, group development, and organizational issues, as well as into leader–counselor issues (Bernard & Goodyear, 1992).

As a result of the trainer's work and that of the group, building guidance program staff leaders continue to apply new insights to themselves, to analyze themselves in light of new learning, and to evaluate their use of the concept or skill. The results of learning are done independently by those who consciously plan their use of new learning. They may talk through their projected use of new strategies within the group or in individual consultation with district leaders, but their actual practice of it with a "leadee" (e.g., school counselor or department paraprofessional) is done outside of the training group. At best, these experiences are brought back to the group for further learning.

Training Resources

As both the counseling and instructional supervision fields continue to develop, the supply of training resources expands. In addition to this book, many of the sources used recurrently throughout it are valuable. We recommend, for example, the ACES standards (Association for Counselor Education and Supervision, 1989), curriculum guide (Borders et al., 1991), and ethical guidelines for counseling supervisors (Association for Counselor Education and Supervision, 1995). Bernard and Goodyear's (1992) *Fundamentals of Clinical Supervision* is a useful comprehensive text for counseling supervision. The model of instructional supervision that is chosen by a trainer may vary. We adhere to the work of C. D. Glickman as most recently described in *Supervision of Instruction* (Glickman, Gordon, & Ross-Gordon, 1995). The ERIC/CASS digest on *Supervision: Exploring the Effective Components* (Borders, 1994b) is useful in continuing education formats because of the ease of use of the various digests as quick reminders of the basics of the topics that arise somewhat spontaneously. The ACES *Handbook on Counseling Supervision* (Borders & Leddick, 1987) and *Handbook of Administrative Supervision* (Falvey, 1987) are particularly useful in the initial training.

Provide Support for Leaders' Performance Improvement

District guidance program staff leaders are primarily responsible for the ongoing performance improvement of the building and individual district guidance program staff leaders. In the model we are describing, the performance improvement system for building guidance program staff leaders is the same as that for school counselors, entailing the same principles and theories and following the same pattern of activities as discussed in Chapters 5–8. District leaders hire qualified building leaders and build meaningful relationships with them. They annually define the expectations for each building leader's job performance. They encourage their professionalism enhancement by helping them set meaningful goals and developing and implementing action plans for attaining them. District leaders apply the same paradigm for conceptualizing professionalism and combining competence and commitment (Chapter 5). In the context of this paradigm, they promote the professionalism of individual building guidance program staff leaders through assessing their levels of professionalism and responding accordingly (Chapter 6). They provide clinical, developmental, and administrative supervision for them (Chapter 7). District leaders target supervision for each subordinate leader in the context of their job descriptions and their professionalism enhancement goals. Performance evaluation is the culmination of these improvement efforts (Chapter 8).

As is consistent with the organizational structure of the school district, district guidance program staff leaders work directly with the building leaders or indirectly in cooperation with building principals. Building principals are, often by experience and always by assigned responsibilities, professional generalist administrators with responsibility for many staff members with differing specializations. In many school districts—especially in the era of site-based decision making,—they are held accountable for everything that occurs in their buildings. District guidance program staff leaders bring professional guidance and counseling expertise to the performance improvement system. Responsibility and accountability for the performance of building guidance program staff leaders are, therefore, shared by building principals and district guidance leaders. In reality, whoever presents the summary performance evaluation to an individual is perceived by evaluatees as their primary "boss."

Although each school district's performance improvement system identifies which position holds primary responsibility, both perspectives come together to enhance the work of building guidance program staff leaders. It is the responsibility of district guidance leaders to specify with each building principal and guidance leader how and when they will provide support and input. For example, building principals may take the lead in specifying the job description and expectations for the year, supporting their action plans for professionalism enhancement, and conducting summative evaluation; district guidance program staff leaders may take the lead in providing professional supervision (except the daily work habit aspect of administrative supervision) and goal setting for professionalism enhancement.

Hiring and Relationship Development

Leadership Development

Leadership development is an ongoing responsibility of district and current building guidance program staff leaders. Professional school counselors fulfill leadership roles in their buildings. Nurturing the leadership skills of all school counselors strengthens programs. It also provides good training ground for emerging building guidance program staff leaders. On the other hand, even in very large school districts, the career ladder within a school district's guidance program staff organization is very short: new school counselor, professional school counselor, building guidance program staff leader, multibuilding guidance program staff leader, and district guidance program staff leader. There are not many opportunities for school counselors to try out their leadership wings before they become candidates for promotions. There is not a series of positions available that entail increasing amounts of responsibility or that call for applying one or two of the four roles or a few of the 20 competencies to be newly applied.

Some alternative routes for leadership development are available to school counselors and can be encouraged by district guidance program staff leaders. Within buildings and school districts, leadership experiences can be made available through delegation of assignments. In-building or districtwide peer networks provide supervision experiences. Districtwide leadership teams are used in program and materials development (Gysbers & Henderson, 1994). Task forces are created to solve program implementation issues or management problems, such as defining jobs for specialist counselors or procedures for carrying out interdepartment operations.

The branches and local affiliates of the American Counseling Association and the American School Counselor Association provide professional leadership and administrative experiences for building-based school counselors. Chairing committees and fulfilling elected or appointed leadership roles provide meaningful learning experiences. Education-related agencies and commercial enterprises offer positions that call for different applications of school counseling expertise. Fulfilling guidance consultant positions in intermediate education agencies or state departments of education, or with companies that develop and market guidance-related materials, offers an array of leadership capacity building opportunities.

Hiring

Individuals who volunteer for these leadership opportunities demonstrate their potential for successfully fulfilling building leadership roles. As it becomes clear that new or additional building guidance program staff leadership positions will be available, district guidance program staff leaders encourage those with the most potential to consider preparing themselves for these opportunities. Helping them be aware of the job requirements and education and training routes to pursue as well as offering them leadership experiences allows them to test and demonstrate their skills and interests in the needed areas.

With accurately developed guides (Chapter 2) for guidance program staff leader positions, clarification of selection criteria is facilitated. In addition to consideration of individuals in light of the program and staff leadership competencies required for success on the job, the less well-defined attributes required in specific positions can be analyzed and assessed. Such attributes include familiarity with the district and the specific building in which the position is available, as well as leadership and interpersonal styles of key staff members and other building leaders (e.g., building principals). As with any position, the clearer the needs within a specific position, the better the match that can be made between candidates and opportunities. When more than one administrator is participating in the selection process, the clearer their perspectives are to one another from the outset, the more consistent their rankings of candidates can be.

Appropriate procedures for announcing positions, processing application paperwork, and interviewing candidates are followed (as described in Chapter 5). Interviews, whether conducted by district guidance program staff leaders, building principals, or both, are opportunities to assess applicants' cognitive readiness for a position. In addition, they provide program administrators opportunities to define the responsibilities and priorities of the position. Even applicants who are currently school counselors in the building where the leadership position is available need to better understand from the beginning of the process the leadership perspective, responsibilities, and priorities.

Orientation and Transition

Meaningful orientation of new building guidance program staff leaders and requisite support in transition to their new positions are key to their continued professionalism enhancement and long-term success on the job. Orientation may occur before, during, and after the more structured training described in the previous section of this chapter. Before the training, it consists of ensuring that new leaders have information they need to begin their new daily routines. Such information varies by circumstance, but in general, includes policies, regulations, and activities that may arise at the start of their tenure; suggestions for anticipating the flow of the school year so that adequate planning is accomplished; and ideas for starting off on the right foot with all the constituencies in the building(s). Previously gathered information regarding individual staff members, especially problematic ones, is reviewed. Interactions that occur between selection for the position and actual job start-up offer important opportunities for developing the relationship between district and building leaders.

During training, opportunities are provided not only to learn about and practice new skill applications but also to consult regarding new learnings, challenges, and potential issues or problems. During and after training, in fact, as soon as individuals step into building guidance program staff leadership roles, they join the ongoing program leadership and performance improvement system activities of other building guidance program staff leaders. They are members of supervision groups (as described below) and attend staff meetings held by district-level leaders and those held by their building principals. It is our recommendation that building guidance program staff leaders be members of building administrative and other leadership teams.

The groups that include other building guidance program staff leaders provide peer support to new individuals. A mentor from this group may be specifically assigned as a contact for a new leader, or new leaders may self-select colleague consultants whom they respect and with whom they feel comfortable. As with any other learning time, learners are encouraged to ask questions ("There are no dumb questions") as it is clearly better to ask than to fall into some of the traps that are awaiting.

During the transition period, district guidance program staff leaders set the tone for the nature and level of support they will provide throughout a leader's tenure. Building leaders need to develop comfort with and trust in that support. District leaders strive to provide support in response to new leaders' needs. They need to be accessible, but not hovering. Over-advisement breeds either resistance or dependency. As district leaders are usually housed in different facilities than building leaders, techniques for providing consultative help unobtrusively are used. Telephone calls on information items provide invitation to discuss how things are going. Drop-by visits work well when they are carefully scheduled not to be disruptive to busy times or major activities and are not lengthy. District guidance program staff leaders need to be purposeful in these conversations. The initial job definition conference is a means to formalize the transition agenda for new program staff leaders.

Relationship Development

Relationships between building and district guidance program staff leaders have already begun by the time new building leaders are appointed. Typically new leaders have been professional school counselors in the district, and as such have participated in many activities at the district level, including leadership development activities as those described above. If they are selected from outside the district, some interactions have occurred through the recruitment efforts of the district guidance program staff leaders. The nature of the relationship begins to change with the interview and selection process.

The development and maintenance of the relationship is not unlike that of building guidance program staff leaders and the school counselors whom they lead (as described in Chapter 6). Ultimately, the goal is for relationships to be open, built on trust and confidence, and mutually respectful and supportive. As the guidance administrators in their buildings, building guidance program staff leaders report to building principals. It is district guidance program staff leaders' responsibility to build their relationships proactively, ensuring that building leaders learn to balance their loyalty to the district and to the building administrators. Potential exists for there to be competition between the district and building administrators. Such competition is counterproductive and should be avoided as much as possible. District guidance program staff leaders are sensitive to this and articulate the difference in responsibilities and expertise of the two "bosses" (i.e., in what circumstances building principals have the final word and when the authority rests with the district-level leader). As a result of healthy relationships with district guidance program staff leaders, building principals do the same. The division of administrative responsibilities for building guidance program staff leaders must be clearly spelled out. How principals and district leaders collaborate on input to and delivery of the activities associated with building-based guidance program leadership and the performance improvement system is specified.

Building guidance program staff leaders are professional school counselors with high levels of professionalism. They, then, appreciate leaders with high levels of ego and personality development (Cebik, 1985). In their relationships with both building principals and guidance leaders, district guidance program staff leaders are advised to consciously and consistently model their professional maturity. Within their relationships with building guidance leaders, they are clear as to which role they are fulfilling in any given situation: administrator, supervisor, manager, or professional leader. They articulate consistently where an activity fits in the "big picture" and in which element of which system. For example, building leaders need to know whether a consultation conference is part of administrative or developmental supervision; they need to be clear about the differences between formative supervision and summative performance evaluation.

Typically, building and district guidance program staff leaders relate over a long period of time. Care should be taken to nurture the relationship for positive results. As with the relationships between building leaders and school counselors, the activities of the performance improvement system and, most important, performance evaluation, are the most critical to the success of these relationships. District leaders need to be fair evaluators and to provide constructive criticism (Henderson, 1994a). Because building guidance program staff leaders are master counselors, they "seek out a supervisory-consultant who operates out of a peer-like collegial relationship" (Usher & Borders, 1993, p. 66). They appreciate meaningful feedback. "When supervision occurs over a long period of time, regular feedback sessions about supervision are critical if supervision is to remain vital and not *pro forma*" (Bernard & Goodyear, 1992, p. 124).

As part of the "supervisory learning chain" (Williams, 1987, p. 249), these relationships are parallel to those between building leaders and school counselors. Building guidance program staff leaders are vulnerable to the same relationship-threatening feelings: inadequacy, anxiety, conflicts, safety, and transference/countertransference (as described in Chapter 6). And similarly, potential exists for building leaders to resist assistance efforts of district guidance program staff leaders. In continuing their professionalism enhancement, each member of the interactive learning chain of supervision and staff leadership is "required to change as they adjust their relationships to each other: the client, the trainee, the supervisor, and the leader. All desire the changes involved in learning, but they resist those changes with equal and opposite perseverance" (Williams, 1987, p. 249).

Representing the highest professionalism level in this learning chain, district guidance program staff leaders accept responsibility for maintaining professional objectivity and intervening appropriately in learning chains that become vicious cycles of unhealthy interactions. At the same time, they use these opportunities as learning experiences not only for building leaders but also for themselves. To stay growth-producing and healthy, these relationships, which are fundamental to the successful performance of the school counselors throughout the school district, require continuous analysis and reflection as the activities described in the next section of the chapter are carried out. These activities may be conducted solely by district guidance program staff leaders or collaboratively by district leaders and building principals. Their respective roles and responsibilities for each activity must be clearly divided and depend to a great extent on whether the building leader is assigned to one or to multiple buildings.

Job Definition

The standards and the expectations for building guidance program staff leaders' jobs are prescribed annually. Their specific assignments and priorities are spelled out in the contexts of the district position guide and the buildings in which they work. In the district context, there is some uniformity of job expectations across district buildings. Their contracts with the district reflect the position guide. Typically the salaries of building guidance program staff leaders in similar buildings (e.g., high, middle, or elementary schools) are similarly figured. Their student caseloads are defined as are their responsibilities for tasks assigned in program and performance improvement system activities. The organizational relationships with others in the organization are reaffirmed (e.g., those with the building administrators, other department and program leaders, and faculty and staff in the buildings to which they are assigned).

Their specific job descriptions are determined by their program and staff leadership responsibilities as planned for the year. If they have student caseloads as well as responsibility for staff members' performance, building guidance program staff leaders are expected to perform two sets of roles and competencies: those of professional school counselors (i.e., guidance, counseling, consultation, coordination, assessment, program management, and professionalism) and those of guidance program staff leaders (i.e., administration, supervision, management, and professional leadership). Agreement is reached regarding the priority and anticipated time required to carry out these specific plans.

The weightings assigned to their various roles reflect these plans as well. By definition, they spend more time managing the program than do the "regular" school counselors. If their student caseloads are reduced, they spend less time in direct student services than do school counselors with larger student numbers. In providing building guidance program staff leadership functions, they balance their time appropriated to the performance improvement system among administration, supervision, management, and professional leadership. This balance relates to the professionalism levels of their subordinates. As described in Chapter 6, Impaired and Disengaged Workers typically require more time and attention in performance improvement activities than do Unfocused and Professional Workers.

Clarity is assured regarding the databases that will be used in evaluating building guidance program staff leaders' performance of these roles. The data sources also reflect the priority of their responsibilities, as outlined in the annual job description. As with other professionals, data supporting evaluative judgments are gathered primarily through supervision and professionalism enhancement goal attainment.

Constraints that may hinder building guidance program staff leaders' successful job completion are identified in the job definition conference. Constraints may be caused by personal, professional, and job specifics. Personal constraints include such specifics as health or family problems. Professional constraints include such specifics as time required by special professional responsibilities, such as association or other nonbuilding leadership commitments for the year. Job-related constraints include such specifics as overly high student caseloads that subtract from staff leadership time, an excessive number of counselors spread out in too many buildings for which to provide staff leadership activities, or subordinate staff members' issues that require undue amounts of time.

Promoting Professionalism of Building Guidance Program Staff Leaders

On the basis of their combined professional guidance and administrative expertise, district guidance program staff leaders have responsibility for promoting the professionalism of individual building guidance program staff leaders. Parallel to that described extensively in Chapter 6 as applied by building leaders with school counselors, district leaders assist building leaders to assess their levels of professionalism and motivation as well as to select methods and resources to facilitate their professionalism enhancement.

Professionalism Defined

Building guidance program staff leaders demonstrate high levels of professionalism. As leaders, they begin the whole process of supervisor development. Leadership entails not only additional competencies but also higher levels of commitment across broader spheres of involvement.

Competence

The competencies (technical standards) required of guidance leaders are described in a variety of sources. This book defines 20 (see Preface) that encompass program, organizational, and personnel development, as well as management competencies and technical, educational, counseling, and supervision skills.

The ACES "Standards for Counseling Supervisors" (Association for Counselor Education and Supervision, 1989) imply that building guidance program staff leaders who meet standards are self-evaluative (4.5), develop and maintain conditions that facilitate counselor development (4.6), establish mutually trusting relationships with their supervisees (4.7), provide counselors both challenge and support (4.8), and elicit counselor thoughts and feelings and respond effectively (4.9). The ACES "Curriculum for Counseling Supervisors" (Borders et al., 1991) includes training outcomes regarding self-awareness, knowledge, and applications of one's own personal variables and those of the counselor (e.g., demographics, personality, and professionalism levels); culture and perceptual frameworks; tolerance for differences in others; own abilities; responses to relationship dynamics; and acceptance of responsibility for relationships and for one's own behaviors. Glickman et al. (1995) also described competencies needed from the viewpoint of effective instructional supervision.

Commitment

The commitment areas are not dissimilar to those of professional school counselors. They include the values as expressed in the profession's ethical standards (American Counseling Association, 1995), belief in the "worth, dignity, potential, and uniqueness of each individual" (p. 1). To note a few: They promote positive growth and development of clients, are nondiscriminatory, provide freedom of choice, and do not meet their own needs at the expense of their clients, who include their subordinates. They are altruistic and caring, respect privacy, and uphold confidences. As expressed in the "Ethical Guidelines for Counseling Supervisors" (Association for Counselor Education and Supervision, 1995), they are committed to protecting client welfare and rights, value and perform supervisory roles optimally, and value and perform program administrative roles optimally. In addition, building guidance program staff leaders incorporate into their value system respect for leadership, the challenges and triumphs of education, as well as the altruism represented by professional school counselors and other educators as they contribute to the growth and development of children and youths. They are able to be empathic and authentic not only with individuals but also with the diverse groups with whom they work.

Responsibilities

As self-understanding and a solid theoretical base are important to effective building guidance program staff leadership, as professional competence and commitment are the factors of professionalism, and as ethical guidelines suggest, highly professional building guidance program staff leaders continuously pursue their own professional development. In this model we assume that guidance leaders have professional maturity (as defined in Chapter 6) and are thus ready to be relatively autonomous in their pursuit of professional development. Essentially, they provide for themselves what they provide for their staff members. They assess their own levels of professionalism; identify their own motivations, needs, and priorities; and establish goals and plans for professionalism enhancement.

District guidance program staff leaders and building administrators assist by also considering building guidance program staff leaders' professionalism levels and needs and assisting them in goal setting and action planning. They provide feedback from their more objective perspectives and support them in their goal pursuits. Except in cases where they indicate loss of focus, disengagement, or impairment, both of these administrators rely heavily on building leaders' self-analyses.

Professionalism Levels Defined

Building guidance program staff leaders may be grouped according to categories similar to those identified among school counselors (Chapter 6). Although the definitions of competence and commitment are different for leaders, the notion that professionalism levels are determined by individuals' placement on continua of competence and commitment similarly applies. Building leaders who are highly competent in and highly committed to their leadership roles fit into the category of Professional Leaders. Those who are highly committed but lack competence are grouped together as Unfocused Leaders. Those who are competent but lack commitment are Disengaged Leaders, and those who are deficient in both competence and commitment are Impaired Leaders. This schema is displayed in Figure 10-2. Grouping leaders into these categories is not for arbitrary use or as an end in itself, but is rather a means by which district guidance program staff leaders, responsible for nurturing their professionalism levels, can analyze building guidance program staff leaders' needs and make conscious choices about how best to help them enhance their professionalism.

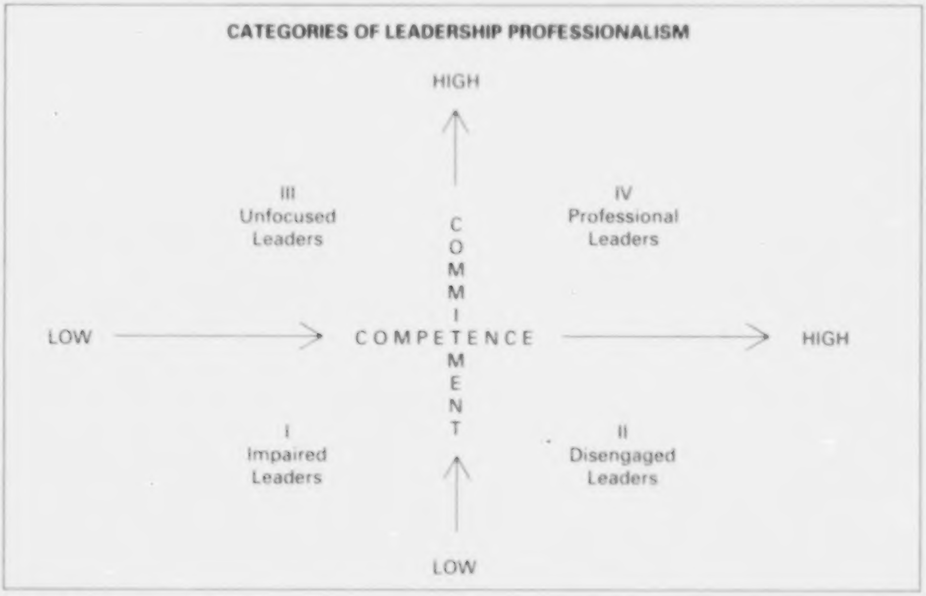

FIGURE 10-2

Motivation for Professionalism Enhancement

Motivation

As with professional school counselors, building guidance program staff leaders seek professionalism enhancement in as much as they are motivated to do so. The needs they strive to meet through work, and what satisfies or dissatisfies them at work, are similar to those for all workers (Chapter 6). They are human too. As building guidance program staff leaders assist school counselors, district guidance program staff leaders nurture the motivation of building leaders by attending to their needs and work-related values and by empowering them to continue to seek fulfillment of these needs and expression of these values. Building guidance program staff leaders' needs also are described by Maslow's (1954) hierarchy of survival to self-actualization. Also relevant is Herzberg, Mausner, and Snyderman's (1959) description of work-related values that satisfy (work itself through achievement) or dissatisfy (salary through status) workers (of any description) and affect their motivation levels.

Differences are that more guidance program staff leaders are at the upper ends of the hierarchies of motivation (i.e., they are more motivated than the average worker). On the other hand, they are more vulnerable to decline in professionalism level and to demotivation because their responsibilities entail "more." They use additional competencies, operate at higher levels of commitment, and affect and are affected by a broader sphere of influence. They are also more isolated organizationally than school counselors.

PROFESSIONAL LEADERS. Professional Leaders tend to strive to meet needs at the upper end of Maslow's (1954) hierarchy (self-esteem and self-actualization) and achieve work satisfaction through achievement, responsibility, recognition, advancement, and growth. They seek learning and development of their spiritual and holistic dimensions (Covey, 1991). Their professional self-esteem is intact. They know the benefits of guidance programs to schools and are striving to "make a difference" in the building, with students and parents, and in the program for which they are responsible. They appreciate the satisfactions of learning new approaches to improvement and receiving credit for what they have accomplished. They enjoy adding to their understanding of "the big picture" of how the system works. They seek increasing levels of leadership responsibility within the building, the district, and the school counseling profession.

UNFOCUSED LEADERS. Unfocused Leaders tend to need to belong, to have status, and to find work satisfying, which provides them recognition, advancement, growth, the work itself, technical supervision, and interpersonal relationships. They seek learning and development of the social and emotional dimensions (Covey, 1991). For example, because of their high levels of commitment, they appreciate the acknowledgment of their leadership positions but may misuse its power. On the other hand, they may be uncomfortable because of the isolation of the position ("It's lonely at the top") and may seek personal friendships with their subordinates. Such friendships threaten their objectivity and equity of treatment of staff members. Because of their need for expanded competency development, Unfocused Leaders appreciate the leadership assistance provided them by district leaders. While guarding their objectivity, district guidance program staff leaders may also provide some of the interpersonal and social contacts that Unfocused Leaders need.

DISENGAGED LEADERS. Disengaged Leaders tend to need belonging and security. Their work satisfaction stems from the work itself, status, interpersonal relationships, technical supervision, and input to organizational policy and regulations. They seek learning and development of their intellectual and psychological dimensions (Covey, 1991). For example, Disengaged Leaders appreciate being part of the building and district leadership teams and find participation in procedure and regulation development meaningful. They enjoy developing forms and are concerned when their "turf" is threatened. Because of their decreased level of commitment and heightened pursuit of intellectual development, they are vulnerable to overanalysis of the organization. School organizations—buildings and districts—are complex, providing lots of fodder for analysts to feed on; however, because of the complexity of the decision-making process in school districts, their influence may be limited. Recognition of their limitations discourages some building guidance program staff leaders and may lead to loss of commitment.

IMPAIRED LEADERS. Impaired Leaders tend to be concerned about survival and safety, and they are concerned about the impact of work on their personal lives and about their job security, working conditions, and salaries. They seek learning and development of the physical and economic dimensions of their lives (Covey, 1991). For example, leaders whose age brings physical deterioration may become centered on survival in their jobs until they are able to achieve the retirement they plan. They may develop life-threatening illnesses; they may talk a lot about retirement. They begin to more jealously guard their personal (nonwork) time and want more money in salaries (to sweeten the retirement pot). Examples of younger building guidance program staff leaders who become impaired are those who slip into this category from the Unfocused Leaders group. Because of their declining competence, Impaired Leaders sometimes have lost their professional self-esteem. As with school counselors, losses of commitment and of competence lead to further losses.

Empowerment

Because of their rather high stages of ego and personality development, their well-developed feelings of professional self-esteem, and their expanded level of leadership responsibilities, empowerment is the key to successful motivation of building guidance program staff leaders. Helping them recognize their own power sources—legitimate, information/resource, coercive, connection, expert, referent, and reward—begins the nurturing of their empowerment. Recognition that inherent in their position are many opportunities for social influence and that their selection underscores their capability of fulfilling those leadership roles supports their taking charge of their responsibilities, making decisions, and appropriately leading and managing guidance programs and staff members.

District guidance program staff leaders also enhance building guidance program staff leaders' feelings of empowerment by exercising their influence appropriately and modeling effective use of their power. Those with high levels of professionalism, Professional Leaders, appreciate other leaders' expertise and information/resource power. Unfocused Leaders respond best to their leaders' use of legitimate, referent, and reward power. Disengaged Leaders respond to their leaders' legitimate power, and they appreciate their referent power and the power attendant to the provision of information and resources. Impaired Leaders respond to the coercive, legitimate, and connection power sources of their leaders.

District guidance program staff leaders enhance building guidance program staff leaders' motivation by sharing some of their power and authority. District leaders nurture the empowerment of Professional Leaders by expanding their opportunities to apply their high levels of competence and commitment. They enhance their professional self-esteem by adding to their referent power. Unfocused Leaders value enhancement of their own connection power and are strengthened by expanded opportunities to apply their high levels of commitment. Disengaged Leaders are strengthened by expanded opportunities to apply their high levels of competence and are motivated by enhancement of their referent and information/resource power. Impaired Leaders, who have declined in both their competence and commitment levels, are nurtured through support for applications of their competence. Enhancing their connection power provides motivation for continued improvement.

For example, Professional Leaders' motivation might be enhanced by mentoring new building guidance program staff leaders, which allows them to demonstrate their high levels of professionalism. This responsibility also demonstrates to others the respect held for them by the district guidance program staff leader, thus enhancing their referent power. Unfocused Leaders' motivation might be enhanced by accepting professional association leadership responsibilities, which allows them to demonstrate their high levels of commitment. Such professional tasks provide opportunities to meet other leaders and professionals outside the building and district, thus enhancing their connection power. Disengaged Leaders' might be encouraged to rejuvenate their commitment levels by representing the department on district committees that address working conditions issues. In so doing, the school counselors they represent are appreciative, and this nurtures the leaders' referent power—that associated with appreciation for commonalities between people. By sharing what they learn, these leaders expand and demonstrate their information and resource power. Impaired Leaders' motivation to get back on track might be nurtured by sharing their successful leadership strategies with their colleague leaders during group supervision or staff meetings. Being recognized by district leaders for some quality of performance adds to their connection power, offering opportunities to heal their professional self-esteem and, perhaps, their professional reputation.

Methods and Resources

District guidance program staff leaders tailor the methods and resources they use in nurturing the professionalism enhancement of building leaders. They match their approaches and administrative behaviors to the needs of their "administratees" (Henderson, 1994a, p. 36). As detailed in Chapter 6 and displayed in Figure 10-3, the recommended approaches vary according to their professionalism levels.

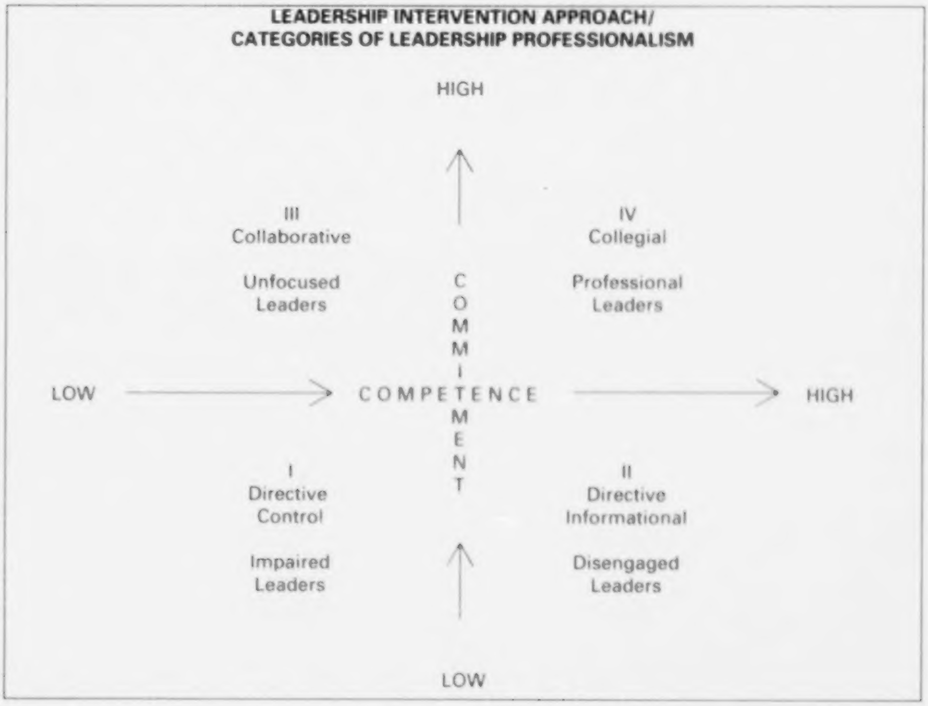
LEADERSHIP INTERVENTION APPROACH/
CATEGORIES OF LEADERSHIP PROFESSIONALISM
HIGH
III
Collaborative
Unfocused Leaders
IV
Collegial
Professional Leaders
COMMITMENT
LOW
COMPETENCE
HIGH
I
Directive Control
Impaired Leaders
II
Directive Informational
Disengaged Leaders
LOW

FIGURE 10-3

With building guidance program staff leaders who fit the Professional Leaders category, district guidance program staff leaders emphasize the goal-setting component of the performance improvement system, supporting their high level of commitment to their profession. They are able to be nondirective and collegial in their approaches. They contribute much to the professionalism enhancement of these leaders through their professional leadership role. Professional building guidance program staff leaders appreciate their consultation and mentoring. Thus, district leaders model effective leadership by example, are reflective and encouraging with their administratees, and help them by listening to them and assisting as they clarify their thinking.

With building guidance program staff leaders who fit the Unfocused Leaders category, district guidance program staff leaders emphasize the supervision component of the performance improvement system. They are often best able to assist them through collaborative approaches, although collegial confrontation is sometimes effective as well. As management skills are often lacking in Unfocused Leaders, district leaders contribute most effectively to the professionalism enhancement of these leaders through their management role. These building leaders are helped to channel their high levels of commitment through mentoring. To help them advance their leadership competence, they are responsive to coaching and teaching. Effective leadership is provided them by building caring relationships and negotiating with them to help them see clearer ways to accomplish their objectives. Their competence is enhanced through assistance in problem solving and by being presented new ideas and information that they integrate into their own thinking.

With building guidance program staff leaders who fit the Disengaged Leaders category, district guidance program staff leader's emphasize the job definition and performance evaluation components of the performance improvement system. They are often best able to assist them through directive approaches, providing them autonomy within a structure that guides their behaviors. District leaders are most effective in nurturing the professionalism of these leaders through their administrative role. These building leaders are helped to channel their high levels of competence through consulting and coaching. To help them advance their leadership commitment, they are responsive to coaching and teaching. They are responsive within caring relationships in which district leaders provide direction. They respond well to knowing what the standards and expectations are.

With building guidance program staff leaders who fit the Impaired Leaders category, district guidance program staff leaders emphasize all of the components of the performance improvement system, because these leaders are, at least temporarily, not successfully doing their jobs. They are best assisted through directive approaches that provide mechanisms for controlling their behaviors. Beginning with highly structured directions to help them normalize their performance, over time district leaders are able to grant them increasing autonomy. District leaders are most effective in nurturing the professionalism of these building leaders through their supervision role. Their development is nurtured through teaching to enhance their competence and job-related counseling to enhance their commitment levels. Providing instruction in the context of mentoring relationships and reinforcing their strengths are useful leader behaviors with Impaired Leaders. They also benefit from being educated as to what the standards are, and, for those with personal issues, referral for counseling outside the work setting is often most helpful. District leaders do not personally provide counseling services to their subordinates.

It is essential to remember that the use of the professionalism categories is to aid district guidance program staff leaders in analyzing and deciding how they can be most helpful to building guidance program staff leaders in their professionalism enhancement. These categories are not used as labels, nor are they descriptive of permanent conditions. As with school counselors, guidance leaders continually indicate improvement or slippage in their levels of competence and commitment. As they change, so do effective district leaders respond appropriately.

Professionalism Enhancement Goal Setting

Because of their typically high levels of professionalism and their work context, building guidance program staff leaders are self-reliant in establishing their professionalism enhancement goals and implementing action plans for achieving these goals. Using the various approaches described above, district guidance program staff leaders assist them by consulting with them as they process the data that suggest goal targets and priorities, commit to specific objectives, identify and use available resources, monitor their progress in implementing their action plans, and, at the end, assess their levels of action plan implementation and of goal attainment.

Process Data

Data that help bring building guidance program staff leaders' professionalism enhancement needs into focus come from their self-analyses, from their district guidance program staff leaders, from their building administrators, from their building leader peers, and from their guidance department staff members. Self-analyses are accomplished by comparing and contrasting information about their own behaviors and attitudes with the established professionalism standards. They assess their own levels of competence and commitment. In anticipation of suggesting targets for continuous improvement of their performance, building leaders also examine honestly their work-related needs and motivations.

In fulfilling their roles as administrators, managers, supervisors, and professional leaders, district guidance program staff leaders gather a lot of data about building guidance program staff leaders' levels of professionalism and have responsibility to provide feedback to them. Data accrue as they work together to develop and manage the building and district guidance programs, and as the district leader provides performance improvement assistance to them. Feedback results from data gathered in mutual efforts to describe their jobs; through district leaders' provision of clinical, developmental, and administrative supervision; and from performance evaluation activities. As is being described in this chapter, the activities of the performance improvement system provide opportunities to give feedback.

The role of building administrators and the quality and quantity of feedback they provide to building guidance program staff leaders depend on the administrative design of the district's performance improvement system and the designated responsibilities building administrators have for the guidance program and staff leaders' performance. As with district guidance program staff leaders, if building administrators (principals) officially participate in the job definition, supervision, and evaluation of the performance of building guidance program staff leaders, they have information from these sources and are responsible for sharing it. If they do not do this officially but oversee their work in leading the buildings' guidance programs and staff, they have data to share and may provide feedback directly to the building guidance leader or indirectly through the district guidance leader.

Although their colleague building guidance program staff leaders from other buildings and guidance department members whom they lead do not have assigned responsibility for providing feedback to them, they often give this feedback formally or informally. Building leaders have opportunities to provide feedback to each other through group supervision activities or through individual contacts with their colleagues who are friends or mentors. Building leaders receive feedback from their staff members—sometimes in anger or frustration, sometimes in appreciation,—which they consider. When such feedback, particularly the negative feedback, suggests patterns in their behaviors or styles, leaders should heed it. They may also invite feedback systematically through use of any of the variety of instruments available and designed for such purposes (Borders & Leddick, 1987). There are those available that assist in assessment by subordinates regarding such topics as support, direction, establishing relationships, facilitative skills, style, attractiveness, expertness, trustworthiness, interpersonal sensitivity, task orientation, focus on process, personalization, conceptualization, professional behaviors, personality dynamics, and counseling techniques.

As leaders with guidance expertise, district guidance program staff leaders help building guidance program staff leaders process data gathered from this array of sources. When appropriately provided, feedback is concrete and specific. What leads to performance improvement is the aggregation of some (or possibly all) of these specifics into patterns of behavior or attitudes that call for improvements. Whereas individuals study their own data and look for patterns, their leaders contribute not only their interpretations of the data but also their observations from more objective perspectives.

Set Goals and Priorities

Next, district guidance program staff leaders help building guidance program staff leaders set priorities for improvement among possible goal topics. Setting priorities requires consideration of the context of individuals' job descriptions and expectations, the professionalism standards consistent with their responsibilities, and their own goals and future plans. They also have to do with the seriousness of deficits being addressed and the degree of harmful impact on the individual's clients. ("Clients" of building guidance program staff leaders include their subordinate staff members in addition to the students, parents, and school staff.)

As explained in Chapter 6, goal priorities for individuals who fit in the different professionalism categories vary. The same point is valid for building guidance program staff leaders. The professionalism enhancement goals of Professional Leaders may target either or both increased commitment and competence. Goals of Unfocused Leaders most appropriately address their competence deficits; those of Disengaged Leaders, their commitment deficits; and those of Impaired Leaders, whichever deficits are affecting others the most: their competence or their commitment weaknesses. If their apparent negative impact is equal, competence goals are addressed first. (The application of competence without commitment, although not great, is more helpful to others than the application of commitment without competence.) Depending on the cause(s) of their impairment, some in the Impaired Leaders category might set goals leading to career redirection (e.g., retirement or in another field).

A phenomenon consistent with psychological findings in other areas (e.g., career selection), individuals tend to want to continue growth in areas of strength (whether these strengths are the result of applying their interests and talents, or whether their interests and talents are the result of their finding the strengths). For professionalism enhancement, however, individuals need to address areas of relative weakness, those areas that may not interest them as fully or in which they do not feel capable. Thus, district guidance program staff leaders are needed not only in helping building guidance program staff leaders identify these weaker areas but also in helping them define goals and appropriate strategies for achieving them.

Finally, to be most attainable, goals are divided into increments that, as they are attained, take the achiever closer to the goal. For example, some individuals rely on humor as a means of softening feedback and relieving relationship tension. A building guidance program staff leader might overuse this strategy, overrely on sarcasm within that strategy, or use it with individuals who feel demeaned by its use in the serious context of performance evaluation. Thus, an appropriate goal would be to reduce their use of humor with subordinates. Accomplishment of this goal suggests achieving several different groups of things: decrease the use of humor, decrease the use of sarcasm in these interactions, and eliminate sarcasm in dealings with individuals who feel demeaned by it. Any of these require some incremental changes, such as becoming aware of when and how often one is sarcastic in these interactions, developing strategies to use in addition to sarcasm for softening feedback (if desirable) and relieving tension, and using these new strategies appropriately and with comfort.

Commit to Objectives

When individuals are faced with changes in their behaviors, they need assistance in delineating the tasks to be accomplished to achieve the broader goal. District guidance program staff leaders provide this assistance to building guidance program staff leaders and help them commit to achievement of the specific objectives. In the model we are describing in this book, commitments are clarified in writing through the use of the Professionalism Enhancement Goal-Setting Form (Figure 6-4; Appendix H). The form provides the vehicle by which goal targets are specified, as are the strategies and actions to be taken to accomplish them. It also supports the process for monitoring implementation of the identified plans. District leaders hold conferences with building leaders to review periodically their progress in plan implementation.

Identify and Use Resources

In development and implementation of the action plans for attaining professionalism enhancement goals, district guidance program staff leaders help building guidance program staff leaders identify and use resources available to them. As suggested in the "Ethical Guidelines for Counseling Supervisors" (Association for Counselor Education and Supervision, 1995), resources include "advanced courses, seminars, and professional conferences. . . . These activities should include both counseling and supervision topics and skills" (p. 272). Reading journal articles and other professional literature provides for cognitive development of building guidance program staff leaders as do discussions that focus on relevant topics. New levels of commitment are attained through expanded leadership experiences. In addition to identifying resources and supporting subordinates' pursuit of these, district leaders allocate resources that support professional development (e.g., money for training or materials, time and expertise for education and training, and access to exemplary models). Other building leaders are also part of support and resource systems.

Assess Levels of Attainment and Implementation

In addition to assisting building guidance program staff leaders evaluate their progress toward their goals, district guidance program staff leaders help them assess their levels of action plan implementation and of goal attainment. The culminating activity in the professionalism enhancement goal-setting component of the performance improvement system is the conference dedicated to reflecting on goal setters' accomplishment of their plans and attainment of their goals. Assessments are made as to whether building leaders followed through with their planned strategies (e.g., taking the course, reading the articles) and if these strategies resulted in attainment of the goal (e.g., elimination of the unwanted behavior or attitude, addition of the new behavior or improved attitude). When success has been reached, district leaders join building leaders in celebrating. When more work is called for, they help them respecify their future plans.

Provide Professional Supervision

District guidance program staff leaders provide professional supervision for building guidance program staff leaders housed in single buildings or centrally for providing services to multiple buildings. This supervision parallels that provided by building guidance program staff leaders for their school counselor staff members. Its importance is expressed in the ACES "Ethical Guidelines for Counseling Supervisors": "3.03 To achieve the highest quality of training and supervision, supervisors should be active participants in peer review and peer supervision procedures" (Association for Counselor Education and Supervision, 1995, p. 274). Furthermore, in school district (or other service provider) settings, not only are peers available to provide review and supervision for building leaders, but so too are district guidance program staff leaders. Thus, building guidance program staff leaders ("supervisors") benefit from supervision provided by their colleagues from other buildings *and* from a district "supervisor."

At this embryonic stage of its development in the counseling (including school counseling) profession, "supervision of supervision" relies on the same bases of supervision as those developed for supervision of staff members, applies the same three types of supervision (clinical, developmental, and administrative), and uses similar methods for group and individual supervision. As Bernard and Goodyear (1992) stated, "All of the methods and techniques presented as forms of supervision can also be used to conduct supervision of supervision" (p. 67). Our intent in this chapter is not to redescribe what is in Chapter 6 but to highlight key points and differences in providing and managing supervision of building guidance program staff leaders by district guidance program staff leaders.

Bases of Supervision

The characteristics of these supervisory relationships are similar to those between building guidance program staff leaders and school counselors. They are interpersonal, professional, and long term. On the other hand, typically district guidance program staff leaders are not in the same building as the building guidance program staff leaders. They do not work side by side on a day-to-day basis. Thus, these relationships do not become as close as those between individuals who work together every day, and district leaders do not have as much data to draw on in providing supervision. These relationships are not as vulnerable to dual-relationship issues, such as friendships. Building guidance program staff leaders who serve multiple buildings, however, often are housed centrally with their district leaders. These relationships are more fully developed, more vulnerable to blurring of boundaries, and provide more data regarding the building-level leader.

The competencies (knowledge, skills, and attitudes) applied in supervision by district guidance program staff leaders are basically those described in Chapter 7. The competencies are more fully developed in experienced district supervisors because of their longer tenure of service, the larger number of supervisees served, and the broader spectrum of supervisees they work with. They have gathered experiences at the building and added to that those of the district levels.

As no two relationships are alike, supervisors learn new things from every supervisee. Each then enriches the supervisors' expertise. In most school district performance improvement systems, district guidance program staff leaders are actively involved with supervisees at the ends of the professionalism continuum, with the Professional Workers and with the Impaired Workers from the buildings. They assist in leadership development of the former and in career rejuvenation or redirection with the latter. These experiences both broaden and deepen their understanding and expand their repertoire of response strategies. The response modalities and strategies they use are similar to those described previously, ranging from nondirective and collegial to directive and controlling, from facilitative to prescriptive.

The supervision processes entailed in leadership supervision follow the same patterns as those in counselor supervision. They begin with discussions of "the purpose, goals, techniques, rules of procedure and limitations of supervision" (Upchurch, 1985, p. 96). They end with provision of feedback based on data analyzed in light of mutually agreed on professional standards. The strategies, activities, and forms described in Chapter 6 are also used, but the applications vary as described in the next section.

Three Supervision Types

District guidance program staff leaders provide the same three types of supervision to assist building guidance program staff leaders enhance their professional performance that the latter provide to school counselors: clinical, developmental, and administrative. Their role in all three is to strive for the provision of high-quality leadership by building guidance program staff leaders and others who directly supervise building school counselors (e.g., central office-based guidance consultants, coordinators, and supervisors). They may provide supervision directly to school counselors with very high or very low levels of professionalism or to all school counselors on an infrequent basis. Because group supervision is a particularly useful method for district leaders to use in providing supervision to building leaders, it is discussed separately at the end of this section.

Clinical

Clinical supervision targets building guidance program staff leaders' technical competence by applying professional practice standards. It is conducted through a five-step process centered around observation of a professional event. District guidance program staff leaders provide clinical supervision for building guidance program staff leaders in their fulfillment of their direct client service roles (i.e., guidance, counseling, consultation, coordination, and assessment). They also provide clinical supervision in their fulfillment of their leadership roles (i.e., administration, management, supervision, and professional leadership).

Observations of building guidance program staff leaders conducting job definition, supervision feedback, evaluation conferences, and staff, professional, or public meetings, as well as fulfilling association leadership roles, provide opportunities for district guidance program staff leaders to provide feedback for helping them advance their technical leadership skills. As the discipline of counseling supervision develops, better understanding of these roles continues to emerge, enhancing leaders' capacity to structure feedback to others. Paradigms and related assessment tools are being developed that facilitate self-assessment by building leaders or observational assessment by district leaders; for example "The Supervisor Emphasis Rating Form (SERF)" developed by Lanning (1986, cited in Lanning & Freeman, 1994) is an instrument that measures the "perceived areas of supervisor emphasis that occur in counseling supervision" (p. 294).

Developmental

Developmental supervision targets building guidance program staff leaders' competence in and commitment to leadership roles by applying program and professionalism standards. It is conducted through monitoring implementation of plans and assessing program and professional goal attainment, case conferences, in-service education and training, and professional association involvement and mentoring. Developmental supervision is the type of supervision most readily provided by district guidance program staff leaders for building leaders. Individual conferences with building leaders that monitor and support implementation of their professionalism enhancement goal-related action plans are held on a regularly scheduled basis. Conferences with leaders individually or the building-based staff groups are held regularly to monitor and support implementation of their program improvement goal-related action plans. The case conference format can be applied in group supervision and is more fully described in the "Group Supervision" section of this chapter.

District guidance program staff leaders are responsible for ensuring that building guidance program staff leaders have access to and benefit from relevant in-service education and training. They need not only the content and opportunities available to professional school counselors but also those associated with their program and staff leadership roles and responsibilities. Particularly challenging to both district and building leaders are new content issues resulting from social or political trends and events (e.g., international wars that involve the United States, community violence, prominence of different political views, and new education laws). Ensuring systemwide expertise in content and application is the responsibility of district leaders. Building leaders share in the research associated with new topics to support knowledge development and suggest effective interventions. Together they assist in dissemination of the information and provide locally relevant in-service education and training to school counselors.

District guidance program staff leaders nurture professional involvement of building guidance program staff leaders who are not already so committed. Requiring or suggesting association memberships, enlisting their time and talent on professional projects, and supporting their profession-impacting work are strategies used by district leaders. They also establish mentoring systems for new or discouraged building leaders and encourage informal networking when building leaders select their own mentor colleagues. Intervention in these last-mentioned relationships is only needed when such relationships do not serve overall goals of improvement but rather reinforce negative thinking, disengagement, or impairment (e.g., constant discussions about retirement plans or demotivators, such as perceptions of inadequate salaries).

Administrative

District guidance program staff leaders have ultimate responsibility for effective program delivery districtwide and for competent performance by the professional and paraprofessional guidance department staff of the district. In most districts, they spend more time on administrative supervision tasks than on tasks of clinical or developmental supervision. Administrative supervision targets professional ethics, habits, relationships, standards compliance, job behaviors, and other indicators of commitment by applying professional, ethical, regulatory, and legal standards. It is conducted through formal and informal conferences, individual and group consultations, and regular staff meetings. It is provided responsively and proactively.

As Upchurch (1985) surmised and as is borne out by our experiences, it is "appropriate for the supervisor to have a consultant available" (p. 95). In fact, "effective supervisors also are described as being committed to the supervisory role and functions, and willing to seek consultation about their work" (Borders, Cashwell, & Rotter, 1995, p. 55). The need for responsive consultation by district guidance program staff leaders regarding the variety of topics listed above occurs frequently. Some of the consultation needs reflect information gaps, some reflect ethical dilemmas, and some reflect the need for policy or procedural clarification. When issues have districtwide impact, district leaders incorporate them into regular meeting agendas. Issues from individual buildings are added to the agenda by building leaders. Consultation is actually three-way: district leader to building leader(s) to other building leader(s).

Topics for proactive administrative supervision by district guidance program staff leaders include guiding building leaders through regular program development and performance improvement system activities. They help building guidance program staff leaders hold to the agreed-on priorities for their work. "They assist supervisors in choosing appropriate supervision methodology when they are faced with problematic supervisees (e.g., those in burn-out, stress, conflict, or who are incompetent)" (Henderson, 1994c, p. 30).

Developing a team approach to districtwide leadership invites district guidance program staff leaders to delegate leadership responsibilities and tasks to building guidance program staff leaders. Such assignments are also a leadership development strategy. Whether delegation is done for purposes of team building, leadership development, or convenience, it requires diligence and care by district leaders. Assignments need to be clear, the support must be obvious, and the "delegatees" need to have the competence required to do the tasks. For example, leaders assigned to convene and lead new staff groups appreciate help in developing and reviewing their agendas and the support displayed by district leaders' attendance at initial meetings. Groups of building leaders assigned a districtwide task, such as planning School Counselor Week activities, appreciate the district leader's participation as a peer in planning events, as the resource provider, and in seeking accountability and closure to the work.

Individual cases or situations are brought from building guidance program staff leaders or from individual counselors that call for supervisory assistance from district guidance program staff leaders. Recurrent examples include ethical dilemmas of cases with legal implications. A primary responsibility of district leaders is to uphold and interpret codes of ethics related to school counseling. Bernard and Goodyear (1992) identified the following recurrent "ethical themes about which . . . supervisors should be informed" (p. 133): due process, informed consent, dual relationships, competence, confidentiality, and the following legal issues: duty to warn, multiple clients, malpractice, and vicarious liability. District guidance program staff leaders also intervene in circumstances in which inappropriate task assignments are directed to guidance program staff by building administrators, buildings' guidance programs do not meet minimum standards, or patrons are dissatisfied. They consult with building guidance program staff leaders in the development and implementation of crises response plans.

Group Supervision

Because of the regular system of staff meetings described in Chapter 9, and because building guidance program staff leaders provide such rich resources for one another, group supervision is a primary method used by district guidance program staff leaders with building leaders. Time and opportunities occur in conjunction with business meetings. The structure of staff meetings brings building guidance program staff leaders with commonalities together (e.g., commonalities of level, commonalities of community). Each leader is unique in a building. They value the perspectives of others in similar situations. It is an efficient supervision method as well, in that a lot of data are shared in relatively short amounts of time with busy people who have impact across the district.

Bernard and Goodyear (1992) defined group supervision as

> the regular meeting of a group of supervisees with a designated supervisor for the purpose of furthering their understanding of themselves as clinicians, of their clients, or of the service delivery in general and who are aided in this endeavor by their interactions with each other and with their supervisor in the context of group process. (p. 72)

The group of "supervisees" are the building guidance program staff leaders. The designated "supervisor" is the district guidance program staff leader. The building leaders are furthering their understanding of themselves not only as counseling "clinicians" but also as leaders. Their "clients" include the school counselors and others whose performance they supervise and evaluate. The "service delivery" includes the guidance program, school counseling expertise, and their administrative, management, supervision, and professional leadership services. Group supervision provides a vehicle for both developmental and administrative supervision of building guidance program staff leaders.

Group supervision is most effective when it is structured (Wilbur, Roberts-Wilbur, Hart, Morris, & Betz, 1994) and purposeful. While a wealth of learning occurs from peer interactions in these sessions, district guidance program staff leaders provide the structure. Borders (1991b) summarized characteristics of effective peer supervision groups (which we have edited to apply to supervision of supervision):

> (a) to ensure that all group members are involved in the supervision process; (b) to help members give focused, objective feedback; (c) to give particular attention to the development of cognitive [supervision] skills; (d) to be adaptable for groups of novice and/or experienced [supervisors]; (e) to provide a framework for supervising [supervision experiences]; (f) to teach an approach that [supervisors] can internalize for self-monitoring; and (g) to provide a systematic procedure that can be employed by both novice and experienced supervisors. (p. 248)

By using the case conference strategy, group supervision of supervision is facilitated by district guidance program staff leaders for building guidance program staff leaders. The process works in the same way that it does with school counselors presenting problematic client cases to their colleagues and supervisors, and about which they would like ideas, feedback, and new solutions (M. V. Ellis & Douce, 1994). Building guidance program staff leaders present problematic or otherwise interesting staff leadership cases to their colleagues and district leader. Strategies that enhance the client case presentation strategy (e.g., that described in Borders, 1991b, p. 251) enhance the supervision case presentation strategy as well.

> The structured peer group supervision format also is being extended to group supervision of supervisors. Peers observe specific skills or supervisory techniques, focus on the nonverbal behavior of the supervised person or client being discussed, or take different theoretical perspectives of the session. Peer supervisors have helped their colleagues realize

how the supervised person felt, additional dynamics that seemed to be occurring, and so on. Formats adapted from those used in Northside Independent School District (1997), which structure case presentations involving clinical supervision as well as developmental and administrative supervision of school counselors, are provided as Figures 10-4 and 10-5, respectively.

The topics addressed by such groups are wide ranging, as the specific examples from one year (1995–1996) of supervisory sessions in Northside Independent School District exemplify. A clinical supervision case presentation was one in which the school counselor, even with the in-

FIGURE 10-4
Case Consultation Outline for Clinical Supervision

I. Background
    A. Of the counselor (experience; professionalism level)
    B. Of the dynamics of the relationship between building guidance leader and school counselor
II. How We Can Be Helpful (state the problem)
III. What Happened
    A. Preobservation conference
    B. Observation
    C. Analysis of data
    D. Plan for the postobservation conference
    E. Postobservation conference
    F. Analysis of the postobservation conference
IV. How It Went
    A. Behavior, feelings, attitudes of
        1. Professional school counselor
        2. Guidance program staff leader
    B. Results
        1. Productive
        2. Not so productive
    C. Issues
V. What Next
    A. For the professional school counselor (professionalism enhancement)
    B. For the guidance program staff leader (supervisor development)
    C. For the relationship
VI. Supervision Group Discussion

FIGURE 10-5
Case Consultation Outline for
Developmental/Administrative Supervision

- I. Background/Context
  - A. Of the counselor (experience; professionalism level)
  - B. Of the dynamics of the relationship between building guidance leader and school counselor
  - C. Of the situation
- II. Describe the Situation
  - A. What happened (objectively)
  - B. Analysis of the situation
- III. Identify the Problem
  - A. Summary statement of the problem
  - B. State the facets of the problem(s)
  - C. Priorities of the problem/facets
  - D. State the problem addressed
- IV. Describe/Discuss Solution Strategies
  - A. Describe your strategy/strategies for addressing the problem
    - 1. What you did
    - 2. Behavior, feelings, attitudes of
      - a. Professional school counselor
      - b. Guidance program staff leader
  - B. Results
    - 1. Productive
    - 2. Not so productive
  - C. Issues remaining
- V. Reclarify the Problem
  - A. How can be we helpful?
  - B. Group Discussion
    - 1. Problem facets and priorities
    - 2. Solution strategies
- VI. What Next
  - A. For the professional school counselor (professionalism enhancement)
  - B. For the guidance program staff leader (supervisor development)
  - C. For the relationship

depth feedback from clinical supervision, continued to deny her ineptness. Developmental supervision case presentations included one in which a school counselor was slipping from being an Unfocused Worker to being an Impaired one. He was becoming overwhelmed, withdrawing from the group, and increasingly resistant to the building leader's directions. Another case involved attempting to assess the level of professionalism of a school counselor who continually avoided clinical supervision, and with whom there was a serious disparity between the building guidance program staff leader's and the school counselor's perceptions of the counselor's cognitive competence.

Administrative supervision case presentations by building guidance program staff leaders included one in which a school counselor's professional judgment was continually disregarded by the leader of another department, the building guidance program staff leader was preparing to intervene in the relationship. Another case involved consultation regarding a school counselor's professional judgment in an ethical dilemma, when to break confidentiality, and the importance of consultation in such cases. Another involved a conflict between school counselors on the same staff that was impairing the dynamics of the whole team. Another involved a school counselor, assigned as liaison between the guidance and another department, who was apparently creating conflict between the two department heads.

Structured presentations of supervision cases support developmental supervision of building guidance program staff leaders by district guidance program staff leaders in addition to peer supervision. Opportunities to raise issues spontaneously in the context of the group staff meeting provide similar opportunities for administrative supervision of building leaders by district leaders and building peers. Although structuring the presentation of personnel issues in the case format encourages professionalism in discussing staff members, such structuring is not always possible when an issue is of some urgency, as in the case of an individual counselor who disrupted a regular building guidance department staff meeting by becoming overly defensive on an issue that she misunderstood.

Formal structuring is not needed for raising program or policy issues or concerns, ethical dilemmas, or other problems for group problem solving, policy development, or interpretation by the district guidance program staff leader. For example, when the beginning-of-the-year job description conferences were first implemented as part of the Northside Independent School District performance improvement system, building guidance program staff leaders were anxious about conducting them. When the issue was raised at the initial district meeting, the purpose of the conferences was rediscussed, a format was suggested, and several "rehearsals" were conducted as models. Feeling more comfortable, building leaders began them with counselors with whom they felt comfortable. A debriefing was held before the last, most difficult conferences were held. Overall, what the building guidance program staff leaders learned was that the school counselors like being acknowledged and appreciated the opportunities of clarifying mutual expectations for the year. The building guidance program staff leaders received feedback that helped them learn more about their own leadership styles and how they were perceived, and about what school counselors expected of them as well. These positive experiences obviated the need for continued leader training and reinforcement.

Group supervision with supervisors is not without its issues. M. V. Ellis and Douce (1994) found that, similar to group supervision of counselors, "eight supervisory themes and issues tend to recur in group supervisor supervision (i.e., supervisor anxiety, intervention choices, group cohesion, responsibility, parallel process, power struggles, individual differences, and sexual attraction)" (p. 521). School counselor supervisors, too, are anxious about such things as carrying out their responsibilities well, offending their staff members, and their own inadequacies—given the lack of formal, specialized preparation for such responsibilities. They are aware of the range of intervention choices from which to choose. Their most-often voiced concerns involve building and maintaining a team of their staff members. In the supervision group, they do present some of the characteristics that they describe in the school counselors. They vie for power in their buildings and in the supervision group.

As with other counseling and supervision groups, M. V. Ellis and Douce's (1994) and our experience suggest "that assessing and confronting these [eight] supervisory issues successfully is an integral part of supervisor supervision" (p. 521). M. V. Ellis and Douce suggested specific strategies to assist in addressing the eight issues, such as sharing supervision literature and providing specific guidelines for provision of supervision, separating group process issues from supervision issues, using the group as a learning tool and a support base, validating anxiety, and continuously focusing on counselors' professionalism enhancement needs. Educative discussions about balancing roles and responsibilities, parallel process, and power struggles also lay many agenda items out for consideration. Remembering the concept of the "supervision learning chain" (Williams, 1987, p. 249) helps the supervisors' supervisor and the supervisors put things back in perspective, as does remembering that "resolving the pattern in supervision may also resolve the pattern in counseling" (M. V. Ellis & Douce, 1994, p. 522). Discussing issues directly as they arise is healthy for the group and models the basic strategy for solving group problems. Being constantly vigilant for issues raised by individual, gender, ethnic, racial, and other cultural issues needs continuous reinforcement.

One final caution that must be mentioned. As with any group discussing sensitive and personal matters, confidentiality must be stressed. Guidance program staff leaders (district or building level) cannot assume that individuals (even school counselors) will automatically adhere to standard rules for group process. The rules need to be developed by the group and discussed frequently, and consequences of breaking the rules must be made clear. Building group trust and safety is essential to group success. Information leaks do irreparable damage. If such damage is done, district guidance program staff leaders are challenged to rebuild a group's trust in itself. Discussing safe topics and maintaining anonymity of the individual who raises an issue (i.e., presenting them to the group through writing them to the leader) are some repair strategies.

Evaluate Building Guidance Program Staff Leaders' Performance

A school district's philosophy of performance evaluation is reflected across the evaluation of all staff members. Thus, the system developed, as described in Chapter 8, applies to building guidance program staff leaders as well as to school counselors. The basic definitions, process, and activities of evaluation and the roles of evaluators and evaluatees are the same regardless of staff category. The legal considerations are similar, although in some situations the higher up the administrative ladder one moves, the less protected one is as an employee. Because of the differences in their job responsibilities, some differences exist between performance evaluation of school counselors and that of building guidance program staff leaders.

What Is Evaluated

As with that for school counselors and described in Chapter 8, the criteria against which building guidance program staff leaders are to be evaluated are clear; however, evaluative measures of leader effectiveness are in a "rudimentary stage" (Galassi & Trent, 1987, p. 267). As in counseling supervision, ideally "the most important prerequisites for accountable [leadership] are changes in a [school counselor's] behavior, which, in turn, result in changes in client behavior" (Holahan & Galassi, 1986, p. 167). Lacking the capacity to measure such results, school districts must rely on the appropriateness of the list of job-related competencies and specific indicators and descriptors of competency-related effective behaviors.

The competencies required of guidance program staff leaders fulfilling the roles and responsibilities described in this book are listed in the Preface. Performance evaluation consists of judging the quality of building leaders' performance of those competencies (how *well* they perform them) in the context of their defined jobs. Their respective job definitions include weighting each competency according to the quantity of its application in the job (how *much* they perform each).

The data that support evaluative judgments are gathered through activities in the other components of the performance improvement system, particularly supervision and professionalism enhancement goal attainment and action plan implementation. A school district may choose to organize evaluation data according to the 20 competencies, the four roles, or the program and staff leadership functions. The program leadership functions are those described in *Developing and Managing Your School Guidance Programs* (Gysbers & Henderson, 1994): planning, designing, implementing, and evaluating the program. The staff leadership functions are those described in this book: empowering, advocating for school counselors, defining jobs, promoting professionalism, supervising, and evaluating the performance of school counselors and other guidance department staff.

The rating categories, weighting procedures, and procedures for deriving summative performance judgments, as well as summary judgments that include assessments of professionalism enhancement goal attainment, are consistent with those for other comparable positions in the school district. These categories and procedures may be similar to those for the school counselors, for other building department program staff leaders, or for other administrative positions.

Evaluator Qualifications

Qualified evaluators of building guidance program staff leaders have the orientation and training they need to carry out their responsibilities fairly and justly. Thus, whatever role they fulfill in the performance improvement system, building principals are provided at least overview information regarding the *guidance* aspect of the building guidance program staff leaders' jobs, and district guidance leaders are provided overview information regarding the *building-related* responsibilities of building-level guidance leaders' jobs.

Activities and Procedures

Whether they are the primary or secondary evaluators of building leaders, district guidance program staff leaders provide orientation about and training needed in implementation of the performance improvement system for building guidance leaders and administrators. They provide this to the leaders themselves and to the building administrators. It is presented in depth when individuals come new to these responsibilities and is renewed periodically. The tenets, standards, regulations, and procedures should also be published to best ensure adequate communication regarding the performance improvement system.

District guidance program staff leaders and building principals gather data and maintain their personnel records systematically. Their recordkeeping systems meet professional, ethical, and legal standards. It has been suggested that individuals' records include the job definitions, supervisory contracts, assessments of professionalism levels, performance evaluations, documentation of and notes regarding supervisory sessions, cases discussed and significant decisions made, and problems encountered, whether resolved or not (Bernard & Goodyear, 1992). To fairly evaluate building guidance leaders, building principals and district guidance leaders analyze their data and develop their evaluation recommendations separately. They bring them together before evaluation conferences with building guidance program staff leaders.

The suggestions made in Chapter 8 for preparing for, holding, and following up on evaluation conferences apply in these situations as well. Evaluation is the most sensitive component of the performance improvement system, and even (or especially) those who are responsible for the evaluation of others deserve the highest regard in these interactions and activities.

Enhance Own Professionalism

To continuously improve their own performance, district guidance program staff leaders benefit from a similar system to that described in Chapter 5 for school counselors and just previously in this chapter for building guidance program staff leaders. Their jobs are defined. Supervision is provided, and their performance is evaluated. They set professionalism enhancement goals and implement plans to attain them.

Self-Responsibility

A major difference in how that system is carried out for district middle managers in general, and district guidance program staff leaders in particular, is in the people involved. Being at the top of the organizational chart for guidance program staff, district leaders' administrators are "generalist administrators." Their administrators oversee a range of different programs, requiring different content expertise from each other and, most likely, from that of their own background. Their shared area of expertise is educational administration. For school guidance and counseling expertise, district guidance program staff leaders look to the districts' professional school counseling staff members (i.e., building guidance program staff leaders and professional school counselors) and to other counseling profession colleagues and leaders. Synthesizing ideas, feedback, and experiences from these different sets of sources is the responsibility of the district-level leaders themselves, who are primarily responsible for their own professionalism enhancement.

In the highest levels of professionalism, district guidance program staff leaders take a lot of initiative and responsibility. Not only do they hold unique positions and are, thus, somewhat isolated, but they also take a lot on themselves. When self-actualized, they are self-starters, self-motivators, and self-developers, all of which require professional and personal self-esteem, self-confidence, and self-discipline. They are primarily responsible for applying the principles of the school counselor performance improvement system to themselves. They must also consider their own motivations and empowerment needs, which requires honest self-scrutiny and objectivity.

Their self-analysis may benefit from some assistance from their administrators. Sometimes this assistance is presented in a straightforward and objective manner, and sometimes it comes from more oblique angles. Then, district guidance program staff leaders have to be open-minded enough to hear delineations of strengths and weaknesses and to seek improvements. Being blind to one's own weaknesses is the fatal flaw in managing the performance improvement system for oneself. There are at least two sources of help in avoiding blindness: administrator support and standards.

Whatever level of support they receive from their administrators, district guidance program staff leaders benefit most from the professionalism enhancement goal-setting component of the performance improvement system. Drawing on standards from counseling and from educational administration, they may define their own standards by attending to the ones that apply to their responsibilities. It is the careful analysis of the data provided to them from the component activities and the clarification of their own needs that lead to the development of meaningful goals and implementation of plans for reaching them.

Standards

In this book we bring together standards from a variety of counseling and educational sources to begin to identify the professionalism indicators of both building and district guidance program staff leaders in the schools. Based on the job and the roles defined herein, the competency list offers a basis from which to begin. District guidance program staff leaders need competencies and commitments similar to those of building leaders, but they are required in different applications, which are broader, deeper, and more sensitive. District guidance program staff leaders' professionalism levels require maturity.

Competence

Their competencies include persistence, stress tolerance, planning, and organizing. They are able to match their behaviors to the needs and styles of their "administratees" and, therefore, have a broad repertoire of leadership development strategies and approaches (Henderson, 1994a). They use delegation effectively, not only with their subordinates but also with their colleagues and superiors. They are adept at both written and oral communication skills and use an array of communication tools (e.g., meetings, writings, phone, and electronic mail). They manage efficiently the records and notes associated with their responsibilities (e.g., efficient record-keeping systems, yearly plans for carrying out their responsibilities).

The newest skills used by district guidance program staff leaders are those most often used: what in counseling literature are called group supervision of supervision skills. Indicative of the level of professionalism required of district leaders, these skills are applied with counselors with a range of professional maturity, from counselors new to the field to mature counselors fulfilling building leadership roles. Thus, conscious development of a range of strategies for meeting the role requirements for effective group supervision is critical to success in the position. As identified by Savickas, Marquart, and Supinski (1986), the requirements "judged important for group supervision included modeling target behaviors, teaching skills, techniques, and strategies; evaluating performance; and facilitating self-exploration, critical thought, and experimentation" (p. 23).

Commitment

As the upholder of the professional, ethical, district, and legal standards, district guidance program staff leaders demonstrate high levels of commitment. They adhere to the ethical standards for educational administrators in their states, for professional school counselors (American Counseling Association, 1995; American School Counselor Association, 1992), and for counseling supervisors (Association for Counselor Education and Supervision, 1995). The categories for counseling supervisors summarize the aspects of the job that require high levels of commitment: client welfare and rights, supervision and leadership, and program administration.

Data Analysis

As discussed above, district guidance program staff leaders strive to accurately determine their own levels of professionalism by comparing and contrasting their apparent or perceived competencies, attitudes, and values with these standards.

Continual analysis of one's competencies is needed. In positions that are two levels removed from program practitioners, not much time passes before guidance, counseling, and other unused skills become rusty. Not much time passes before lack of touch with current needs or new issues presented by students and parents, as well as the content and texture of programs, impairs the relevance of their platforms or services. They need to guard against missing out on technological and programmatic advancements in the schools.

Continual analysis of one's commitment levels is needed in positions that affect many colleagues. Individuals in district guidance program staff leadership positions seem particularly vulnerable to being assigned too many disparate responsibilities ("wear too many hats"). Many holders of these positions set professional goals to attain higher ranks in the school district organizational structure or find the challenges of shared leadership or middle management unrewarding. Maintaining an appropriate balance between their personal and professional lives is often difficult. They frequently feel overloaded, impotent, stressed, or burned out (i.e., slip into the Disengaged Leader or even Impaired Leader professionalism categories).

They need professional renewal for themselves, and "supervisees need to witness the professional development of their supervisors" (Bernard & Goodyear, 1992, p. 109). District guidance program staff leaders are professional models to their staff members and should exemplify excellence. The professionalism climate set by district guidance program staff leaders, for better or worse, is reflected throughout the district guidance program staff. Professional behaviors beget professional behaviors. Unfocused behaviors beget unfocused behaviors; disengagement behaviors, disengagement; and impairment behaviors, impairment. At the basis of effective guidance program staff leadership are the qualities of high levels of professionalism.

Performance Improvement System Components

District guidance program staff leaders orchestrate the activities that are required and others they need to continuously enhance their professionalism. In the model described in this book, the school district performance improvement system for guidance administrators mirrors that for school counselors (described in Chapter 5). It entails four activity-based components: job definition, supervision, performance evaluation, and professionalism enhancement goal setting and implementation. Designated leadership for conducting the activities is the responsibility of assistant superintendents to whom they report, who not only facilitate the process but also make contributions from their leadership perspectives. They have the delegated authority of superintendents and have the final word in implementing all four components. The amount of authority and responsibility delegated by assistant superintendents depends on the quality of district guidance program staff leaders' performance and professionalism levels, the legal system that applies to performance evaluations, the general political climate of their districts, and the quality of the relationship between them (described in Chapter 6). In addition to educating their leaders about guidance-related content, district guidance program staff leaders are responsible for enrichment and appropriate application of performance data and selection of improvement targets.

The following brief descriptions of how each component is accomplished are based on the model, wherein the district leader has high levels of competence and commitment, the district is administratively and politically healthy, and relationships between district guidance program staff leaders and assistant superintendents are good. Where those assumptions are not valid, the reader is referred to the previous chapters in which the topic of managing variations within component applications is discussed.

Job Definition

As with building guidance program staff leaders and their principals (Chapter 5), district guidance program staff leaders and their administrators participate in job definition conferences during which expectations for task accomplishment for the contract year are detailed. Organizational relationships, as well as district and program standards and priorities, are reiterated. The goals for district leaders' fulfillment of their roles are clarified. Yearly plans for application of their competencies and expressions of commitment are discussed and agreed to. Appropriate weights are assigned to reflect projected time allocations within each role. The standards for high-quality performance are made clear, as are the bases from which data will be drawn to support evaluative judgments. As much as they are known, constraints that may hinder "perfect" performance are anticipated. District leaders' professionalism enhancement goals and plans for attaining them are reviewed and supported.

Supervision

The provision of clinical, developmental, and administrative supervision (as defined in Chapter 7) for district guidance program staff leaders poses some challenges to both assistant superintendents and district guidance staff leaders. Administrative supervision, which targets the district leaders' professional judgment, mental health, work habits, and compliance with district standards, is within the expertise of assistant superintendents. Conferences marking progress, consultations on leadership implementation issues, participation in divisionwide staff meetings, and fulfillment of delegated responsibilities draw on the educational administration expertise of assistant superintendents, with relevant input from district guidance leaders.

Developmental supervision, which measures implementation of program and professionalism enhancement goal-related action plans, administrative case consultations, participation in mentoring or other expertise-sharing activities, in-service education, and professional association affiliation, is collaboratively effected. Assistant superintendents provide feedback from the educational administration perspective. Guidance leaders interpret the feedback in the context of professional school guidance and counseling.

Clinical supervision of district guidance program staff leaders' performance in their administration, management, supervision, and professional leadership roles relies most heavily on guidance expertise. Observation and feedback of their implementation of these roles in context require more guidance expertise than professional generalist administrators have. The latter can provide useful feedback based on their broad perspectives, but specific guidance-related feedback requires objective self-supervision by district leaders. Although more logistically difficult to arrange, peer supervision can be invited, or feedback from highly professional subordinates can be solicited to provide performance-based data to district guidance leaders. Extensive or in-depth analysis of data gathered through these sources requires honest, professional detachment of district leaders.

Performance Evaluation

The standards on which district performance evaluation rests are typically those applied to all program administrators and may be those also used with generalist administrators (e.g., building principals and district operational administrators). They include such categories as program and personnel leadership and management; organizational climate and improvement; fiscal and facilities management; student, staff, and school–community relations; and professional growth and development (Northside Independent School District, 1992). Meaningful evaluation brings these standards and the standards and expectations for guidance program and staff leadership together. Although gathered in increments, evaluative feedback from subordinates, peers, and superordinates is focused to facilitate continuous performance improvement of the district guidance program staff leader.

Professionalism Enhancement Goal Setting

As stated previously, professionalism enhancement goal setting is the centerpiece of the performance improvement system for professional district guidance program staff leaders. Setting professionalism enhancement goals and developing implementation plans for attaining them make optimum use of the expertise and data available. Collaboratively, district leaders and their administrators determine the individual's professionalism enhancement needs, consider relevant motivating factors, and set the goals for improved competence and commitment.

Needs are evidenced through performance improvement system data gathering and in the context of district and program goals and priorities. Motivators for district leaders are not unlike those of other workers. In addition, individuals drawn to district jobs are motivated by desires to achieve improvements in systems for students broader than the classroom, broader than a building, perhaps broader than the guidance program (e.g., additional, related programs; multidistrict, or state and national status of the counseling profession). Thus, motivation for continuous improvement in district leaders' performance often continues to be to broaden their personal and professional horizons. District goals and priorities support advancement of its programs. Thus, goals that target fuller leadership competence and commitment by individual district leaders in the professional context of their programs are mutually beneficial to the individual and the district.

The annual process for establishing professionalism enhancement goals and making yearly implementation plans for attaining them is similar to that described in Chapter 5. With goals set, objectives are identified for pursuit and matched with available resources. District guidance program staff leaders are self-reliant in identifying relevant resources, using them, and applying information gleaned from them to their unique personal and professional situation. Possible sources for professionalism enhancement (e.g., information gathering, skill building, and leadership development) include regional, state, and national meetings and conferences of colleague guidance program staff leaders and professional school counselors, as well as those of educational leaders and administrators. These meetings are sponsored by state education agencies and by professional associations. Attending such conferences of related professions also challenges program leaders to grow by integrating information from other perspectives into their own. Relevant journal and text reading, reflecting, and discussion are means for enhancing one's competence. Exercising leadership roles in contexts outside their employing school districts forces the processing of new information and perspectives regarding guidance program and staff improvement. Such activities as making presentations, writing articles, teaching graduate school courses, and consulting with and for others also engender growth in both competence and commitment dimensions.

If the District Guidance Program Staff Leader Is Not a Professional School Counselor

Many district guidance program staff leaders are not professional experts in school guidance and counseling, but are rather professional generalist administrators who are challenged to balance program and staff leadership functions among a variety of related and not-so-related programs and departments. This section of previous chapters has addressed ways to best accomplish for school guidance program and department staff members the leadership functions and responsibilities described in that chapter. Similar strategies are useful to professional generalist administrators who are district guidance program staff leaders. Some of the functions simply require effective application of generalist *administrator skills*, which are useful no matter the professional content.

Some require combining the use of professional generalist administrator skills with professional school guidance and *counseling expertise through subcontracting*. Professional expertise is available for subcontracting from both within and without a school district. Building guidance program staff leaders and school counselors who fit the Professional Worker/Leader categories of professionalism are within school districts and, probably, are eagerly waiting to be "tapped." School counselor educators, other school district guidance program leaders, and consultants are available in many regions, in most states, and in the nation.

Some functions required of district guidance program staff leaders require *specialized* school guidance-related *training*. In- and out-of-district resources, such as those described above, are useful as educators and trainers of district leaders themselves. Education and training relevant to the school guidance profession and professional standards, as well as relevant and appropriate processes for improving guidance programs and enhancing the professionalism of staff members and for otherwise developing and maintaining quality programs and growth-producing relationships with professional school counselors, are needed for effective district leadership. Educational activities provide information that is integrated by administrators into their existing competencies. Training activities target specific, essential skills and strategies that are unique either in themselves or in application in guidance contexts.

There are many texts available to building and district school administrators that enhance their development of generalized processes and skills. We are not duplicating those here. Relevant to the five basic responsibilities of district guidance program staff leaders, three are most effectively accomplished using all three strategies, and two draw on professional generalist administrator skills.

The three district guidance program staff leader responsibilities that require guidance and counseling expertise, guidance-related training, and generalist administrator skills are (a) devising and implementing systems that support program and staff excellence, (b) training district and building guidance program staff leaders and professional school counselors to support program and performance improvement, and (c) providing support for performance improvement of building and other district guidance program staff leaders. Initial education and training in the content needed to provide these facets of guidance program and staff leadership are needed. Subcontracted school guidance and counseling experts are needed to provide both initial and periodic application of guidance leadership competencies. Leadership applications of generalist administrative skills are ongoing.

Solving guidance program staff-related problems and relating to leaders outside the guidance department on behalf of the guidance program and staff call for applications of generalist administrator skills that are based on knowledge of the guidance program and staff responsibilities. Acquisition of generalist administrator skills is important to effective guidance program and staff leadership provided by individuals whose background is professional school counseling. It is these two personnel-related responsibilities—problem solving and advocacy—that make it mandatory.

Concluding Thoughts

This brings us to the conclusion of the book in which a model, based on research and practice, is described for providing leadership to school counselors and other guidance program staff members, their building leaders, and district leaders. Implementation strategies for fulfilling six leadership functions were detailed: (a) empowering school counselors and building guidance program staff leaders to carry out program roles and responsibilities; (b) advocating for the guidance program and staff; (c) defining school counselors' and guidance program staff leaders' jobs within the guidance program and, thereby, promoting maximum use of their competencies; (d) promoting professionalism of individual school counselors and guidance program staff leaders; (e) supervising; and (f) evaluating their performance. These strategies are applied by building and district guidance program staff leaders as defined by job descriptions based on appropriate application of their power bases, roles, and competencies in the contexts of comprehensive guidance programs, school counselor performance improvement systems, and school buildings and districts. The focus on staff leadership presented here is a natural evolution of the history of school guidance program staff leadership and is supported in development, implementation, and management of comprehensive school guidance programs (Gysbers & Henderson, 1994).

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Appendix A
Example School Counselor Role Statement

ROLES OF SCHOOL COUNSELORS IN NORTHSIDE INDEPENDENT
SCHOOL DISTRICT'S COMPREHENSIVE GUIDANCE PROGRAM

Background and training required of school counselors in Northside Independent School District (ISD):

Education and Training: bachelor's degree, master's degree, appropriate school counselor certification.

Experience: teaching experience or the equivalent with age group served in the position; at minimum, practicum counseling experience.

Skills: conceptual, interpersonal, and social skills required in position performance; technical skills of guidance, counseling, consultation, referral, coordination, program development, and test interpretation.

Knowledge: developmental characteristics of the age group served; school system goals and policies; ethical and legal standards of the profession; guidance program goals and objectives.

Personal: interest in and caring for children; belief in the value of education; ability to initiate programs and activities; emotional stability and good physical health.

School counselors in Northside ISD demonstrate competence in their roles as follows:

Guidance

1. Teach developmental guidance curriculum
2. Assist teachers in teaching guidance-related curriculum
3. Guide individual and groups of students through the development of educational and career plans

Counseling

4. Counsel individual students
5. Counsel small groups
6. Use accepted theories and techniques appropriate to school counseling

Consultation

7. Consult with parents, teachers, administrators, and other relevant individuals to enhance their work with students

Coordination

8. Coordinate with school and community personnel to bring together resources for students
9. Use an effective referral process for assisting students and others to use special programs and services

Assessment

10. Participate in the planning and evaluation of the district/school group standardized testing program
11. Interpret test and other appraisal results appropriately
12. Use other sources of student data appropriately for assessment purposes

Program Management

13. Plan, implement, and evaluate the campus comprehensive guidance program
14. Supervise activities of guidance program support personnel

Professionalism

15. Adhere to ethical, legal, and professional standards
16. Adhere to district policies, regulations, and procedures

At all levels, school counselors apply these competencies within the district's Comprehensive Guidance Program as follows:

Guidance Curriculum: guidance and consultation

Individual Planning System: guidance, consultation, and assessment

Responsive Services: counseling, consultation, coordination, and assessment

System Support: program management and professionalism

Appendix B
Example School Counselor Position Guides

POSITION GUIDE: ELEMENTARY SCHOOL COUNSELOR

Title: Elementary School Counselor

Primary Function: Provide, as a member of the Guidance Department staff, a comprehensive guidance and counseling program for students in Grades Pre-K to 5, and specifically provide services to meet the special needs of his/her assigned caseload (400); consult with teachers, parents, and staff to enhance their effectiveness in helping students' educational, social, personal, and career development; and provide appropriate support to the elementary school program.

Major Job Responsibilities: As described in the *Northside Comprehensive Guidance Program Framework*, to implement Guidance Curriculum activities by providing competent guidance and consultation, to implement Individual Planning System activities by providing competent guidance, consultation, and assessment; to implement Responsive Services activities by providing competent counseling, consultation, coordination, and assessment; to implement System Support activities by competently managing the guidance program and demonstrating professionalism; to maintain an appropriately balanced guidance program.

Illustrative Key Duties: Developmental guidance lessons; tests results interpretation; schoolwide career activities; transition activities into elementary school and onto middle school; planned small-group and individual counseling services based on needs assessment; parent, teacher, and administrator consultations; referrals to in-district and community-based special programs and specialists; individual assessments as appropriate; annual program planning, evaluation, and accountability; in-service training and professional affiliation.

Organizational Relationships: Is supervised by the Principal and the Director of Guidance; works collaboratively with other counselors and Guidance Department staff members, and works cooperatively with other campus and district staff members.

Performance Standards: Is considered satisfactory when the Principal and Director of Guidance concur, and (a) the counselor's level of competence is reflected as such on the Northside Independent School District Counselor Performance Evaluation Form, (b) the evaluation of the campus guidance program indicates overall effectiveness of the program; and (c) Program Improvement and Professional Development goals are set, implemented, and assessed satisfactorily.

POSITION GUIDE: HIGH SCHOOL SUBSTANCE ABUSE COUNSELOR

Title: Substance Abuse Prevention Counselor

Primary Function: Provide, as a member of the high school Guidance Department staff and within the comprehensive guidance program, substance abuse prevention and education counseling services for students identified as having high-priority needs for such services; consult with teachers, parents, and staff to enhance their effectiveness in helping students' social and personal development; and provide appropriate support to the district and school substance abuse prevention and education program.

Major Job Responsibilities: As described in the *Northside Comprehensive Guidance Program Framework*, to implement Substance Abuse Education and Guidance Curriculum activities by providing competent guidance and consultation; to implement Responsive Services activities by providing competent counseling, consultation, coordination, and assessment; to implement System Support activities by competently managing the substance abuse prevention guidance program and demonstrating professionalism; to maintain an appropriately balanced guidance program.

Illustrative Key Duties: Developmental guidance lessons regarding substance abuse; schoolwide substance abuse prevention/education activities; small-group counseling of students, including those at risk for or those in recovery from substance abuse and those affected by living in substance-abusing environments; individual counseling with students who face substance-abuse-related issues; consultation with served students' primary school counselors; consultation with/training of comprehensive school counselors to enhance their small-group work with students facing substance abuse issues; consultation with parents, teachers, and administrators regarding individual students and effective substance abuse education/prevention/intervention practices; student and family referral to community-based substance abuse prevention/intervention programs and services; appropriate assessment to identify and serve students in highest need of prevention services; annual program planning, evaluation, and accountability; in-service training and professional affiliation.

Organizational Relationships: Is supervised by the Substance Abuse Prevention/Education Coordinator and the Head Counselor, the Principal and the Director of Guidance; works collaboratively with other counselors and Guidance Department staff members; and works cooperatively with other campus and district staff members.

Performance Standards: Is considered satisfactory when the Head Counselor and the Substance Abuse Prevention/Education Coordinator concur, and (a) the counselor's level of competence is reflected as such on the Northside Independent School District Counselor Performance Evaluation Form; (b) the evaluation of the campus guidance program indicates overall effectiveness of the program; and (c) Program Improvement and Professional Development goals are set, implemented, and assessed satisfactorily.

Appendix C
Example School Counselor Job Description

EXAMPLE JOB DESCRIPTION

Northside Independent School District Guidance Department
Job Description Specification School Year 1996–1997
Counselor Name: *High School Star* Date: 8/15/96

Guidance

- to teach planned guidance lessons to the 9th-, 10th-, 11th-, and 12th-grade classes assigned to me in the 1996–97 program plan
- to provide career development activities in the group guidance sessions planned for the 9th, 10th, 11th, and 12th graders
- to provide individual educational and career planning assistance for students whose last names begin with Ch–Fr in priority of 12th, 9th, 11th, 10th grades

Counseling

- to provide counseling for 12 small groups of students needing assistance with cross-cultural effectiveness issues
- to provide individual counseling responsively for students whose last names begin with Ch–Fr

Consultation

- to consult with the parents, teachers, and administrator responsible for students whose last names begin with Ch–Fr

Coordination

- to coordinate career development programs with Clark, Texas Chamber of Commerce, and other local business partners
- to coordinate referrals of students whose last names begin with Ch–Fr for special education or other special services as needed

Assessment

- to develop the logistics for implementing the plan assessment and interpretation activities for 10th graders
- to assist in group interpretation of all standardized tests results as planned by the Guidance Department
- to assist students whose last names begin with Ch–Fr to understand and set goals based on their assessment results on an individual basis as needed
- to gather, analyze, and interpret data regarding students whose last names begin with Ch–Fr for whom case conferences are held by staff teams

Program Management

- to manage my time as delineated in the high school program expectations
- to provide liaison functions between the guidance department and the vocational education department

Professionalism

- to adhere to ethical, legal, and professional standards
- to adhere to district policies and regulations
- to fulfill my leadership commitments to South Texas Counseling Association as the chair of the Membership Committee

Appendix D

Example of Competencies, Indicators, and Descriptors for the Counseling Role

COMPETENCY I: Establishes Meaningful Relationship(s)

- Indicator 1: Selects high-priority clients
    - Descriptors:
        - Uses relevant data for counselee selection
        - Gathers needed information from referral source(s)
- Indicator 2: Conducts precounseling interview(s)
    - Descriptors:
        - Clearly articulates purpose of counseling
        - Clearly articulates methods of counseling to be used
        - Seeks parent permission in a nonthreatening way
        - Informs counselees of the parameters of confidentiality
- Indicator 3: Establishes environment conducive to counseling
    - Descriptors:
        - Is ethical
        - Protects confidentiality
        - Is genuine
        - Is credible
        - Inspires the client's confidence
        - Is empathic
        - Is friendly
        - Holds positive regard for clients
        - Is tolerant of ideas expressed by others
        - Is appropriately tolerant of counselee(s)' behaviors
        - Treats individuals with respect
        - Maintains objectivity
- Indicator 4: Builds rapport with student(s)
    - Descriptors:
        - Acknowledges individuals within a group
        - Acknowledges legitimacy of student's issue
        - Demonstrates understanding of student's issue
        - Demonstrates understanding that individuals develop and display trust differently
- Indicator 5: Conceptualizes students and their issues accurately
    - Descriptors:
        - Indicates understanding of developmental stage(s) of students
        - Uses appropriate vocabulary
        - Selects strategies that are student centered
        - Selects strategies that are age appropriate
        - Selects strategies appropriate to student(s)' issues
        - Selects strategies that are appropriate in the school setting

COMPETENCY II: Structures Session Effectively

- Indicator 1: Plans sessions for effective delivery
  - Descriptors:
    - Has needed materials ready for use
    - Length of session is appropriate for plans
    - Uses a sound theoretical base
    - Plans relevant session opening
    - Is clear about session purpose/goal
    - Plans a meaningful exercise
    - Accepts responsibility for session closure
- Indicator 2: Implements sessions well
  - Descriptors:
    - Establishes counseling session "rules"
    - Provides initial focus for session
    - Keeps counselee(s) on task
    - Does not allow session plan to dominate student(s)' needs
    - Encourages participation of each member of a group
    - Provides opportunity(ies) for establishment of appropriate roles
    - Provides opportunity for student interaction
    - Facilitates communication between participants
    - Checks for understanding
    - Closes session clearly
    - Suggests appropriate "challenges"/homework
    - Follow-up plans are clearly stated
- Indicator 3: Has skills necessary to implement the session
  - Descriptors:
    - Leads without dominating
    - Explains clearly and concisely
    - Listens effectively
    - Uses nonverbal communications effectively
    - Attends to student(s) fully
    - Avoids premature or superficial advice or reassurance
    - Handles expressions of hostility in a constructive manner
    - Uses humor appropriately
    - Uses a mutually interactive process
    - Has no distracting mannerisms
    - Uses silence effectively
    - Educates students regarding the group process

COMPETENCY III: Selects Appropriate Interventions

- Indicator 1: Selects student-centered strategies
  - Descriptors:
    - Strategies are appropriate to students' age/developmental levels
    - Uses appropriate vocabulary
    - Strategies are appropriate to students' issues
    - Responds appropriately to requests for information
    - Uses appropriate exercises
    - Discloses own feelings and beliefs in a constructive manner
    - Recognizes individuals within a group

Indicator 2: Facilitates students' problem definition/goal setting

Descriptors:

- Encourages deeper thinking/probing
- Paraphrases well
- Reframes well
- Uses questions well
- Asks open-ended questions
- Maintains focus on student(s)' problem(s)

Indicator 3: Encourages independence of student(s)

Descriptors:

- Reinforces ideas demonstrating independent thoughts or actions
- Reinforces expressions of self-responsibility
- Nurtures student's problem solving
- Supports student's implementation of own plans

Indicator 4: Client(s) respond appropriately

Descriptors:

- Experiences a wide range of emotions
- Maintains positive expectations for change
- Develops problem-solving attitude
- Is open
- Accepts counselor

Appendix E
Example School Counselor Job Posting

Northside Independent School District

DIVISION OF HUMAN RESOURCES

JOB ANNOUNCEMENT

ELEMENTARY AND SECONDARY COUNSELORS: 1996–97

JOB DESCRIPTION:

The school counselor, under the supervision of the Principal and the Director of Guidance, is employed to provide educational, career, social, and personal guidance and counseling for all students.

EDUCATIONAL QUALIFICATIONS AND PREREQUISITES:

— Master's degree

— Counselor certificate

— Minimum three (3) years teaching experience

DUTIES AND RESPONSIBILITIES:

1. Implements the district guidance program as described in the District Comprehensive Guidance Program Framework.
2. Counsels students individually and in groups to assist their personal, social, educational, and career development.
3. Consults with teachers, parents, and school administrators to assist students' healthy development.
4. Guides students in educational and career planning.
5. Coordinates resources for student development.
6. Consults with teachers and campus administrators regarding guidance curriculum issues.
7. Assists in planning and evaluation of the guidance program.
8. Participates in the school's educational program in roles which utilize guidance and counseling knowledge and skills.
9. Pursues relevant professional development.
10. Performs any other duties that may be assigned by the Principal and the Director.

PAY GRADE: C-2 Salary Schedule
$30,058–$51,331

WORK DAYS: 188, 193, or 202 days
Depending on Assignment

Only those persons meeting the educational qualifications for the specific job requirements will be screened. Interested Northside ISD personnel should mail a resume, a copy of their counseling certification, and two letters of recommendation to Dr. Pat Henderson, Director of Guidance, 5900 Evers Road, San Antonio, Texas 78238, or reopen previously submitted application with Dr. Henderson (210) 706-8767. Applicants not currently employed in Northside ISD must have an application on file in the Human Resources Office before submitting the resume and letters of recommendation. Although applications are accepted year-round, persons interested in such possible vacancies are encouraged to respond by September 12, 1996.

5900 Evers Road • San Antonio, Texas 78238 • (210) 706-8600

Appendix F
Example Hiring Procedures

PROCEDURES FOR RECEIVING, SCREENING, AND PROCESSING APPLICATIONS FOR EMPLOYMENT FOR SCHOOL COUNSELORS IN NORTHSIDE INDEPENDENT SCHOOL DISTRICT

1. A position opening announcement is posted.
2. Out-of-district applicants file applications with the Human Resources Department and are interviewed by a Human Resource Department Director or the Assistant Superintendent, who determine their basic suitability for employment by Northside Independent School District. Applicants then follow the rest of the process as outlined below for in-district applicants.
3. In-district applicants notify the Director of Guidance of their interest in a counseling position, submit a resume highlighting their counseling experience(s) and two letters of recommendation that address their potential for success as counselors.
4. An interview is conducted by the Director of Guidance with each certified or certifiable applicant.
5. The Director of Guidance reviews the applicant/employee records that are on file in the Human Resources Department and discusses the applicants' suitability for fulfilling the roles of school counselors in the District's guidance program.
6. On the basis of these data, the Director of Guidance ranks the applicants according to their potential for being effective school counselors in the District's guidance program.
7. When specific openings occur on school campuses, the Director provides a partial listing of the counseling applicants, including those ranked as best suited for the available position, to the building Principal.
8. The campus Principals follow various procedures for reviewing and interviewing applicants to assess their suitability for employment in their buildings. Typically, where there is a Head Counselor assigned (at the middle and high schools), that professional participates in the school-level interview and recommendation process. Elementary principals may involve the current counselor(s). A few have used committees comprising teachers and others from the campus staff.
9. The Principal and Director of Guidance consult regarding the recommendations for the specific position and a joint recommendation is presented for review by selected cabinet-level administrators, as determined by the Deputy Superintendent for Instruction.
10. Upon approval by cabinet-level staff, the Director of Guidance notifies the Principal who, in turn, notifies the applicant of selection for the position. Those not selected for the position are also notified by the Principal.

Appendix G
New Counselor Orientation

WELCOME TO NORTHSIDE INDEPENDENT SCHOOL DISTRICT'S
GUIDANCE DEPARTMENT!!!
NEW COUNSELOR ORIENTATION
AGENDA
(with notes)

AUGUST, 8:00 a.m.–4:00 p.m.

I. GETTING ACQUAINTED
   Meeting each other—name, job, experience, #1 anxiety
   h/o[1]: roster, "Anxieties," Agenda
   >> purpose of these meetings
II. Northside Independent School DISTRICT (NISD)
   A. Demographics—socioeconomic status, population, schools; h/o: district map
   B. Organizational Structure—h/o organizational chart
   C. Strategic Plan—h/o strategic plan
   D. Guidance Department—history; organizational structure, Director's role
III. NISD's COMPREHENSIVE GUIDANCE PROGRAM
   A. Structure: rationale, assumptions, definition
   B. Delivery: Guidance Curriculum, Individual Planning System, Responsive Services, System Support
   C. Priorities/design—h/o Board "White Paper"
IV. BASIC RESOURCES
   h/o *Framework*, *TEA Guide*, "A Visit To a Comprehensive Guidance Program," "Domains and Goals," "Suggested Activities"
   Walk Through *Framework*
V. SPECIFICS FOR EACH COMPONENT
   Philosophies, rules, regulations, practices, more resources
   Some of the work accomplished and the wars won
   Begin w/ @ component description in *Framework*
   h/o Component Resource Guides: Guidance Curriculum, Individual Planning System, Responsive Services, System Support w/ @ component
   A. Guidance Curriculum
      counselor-led lessons minimums: elementary—administrative regulation time reqts, 1 lesson/wk; ms/hs: in *Framework*
      current recommendations of GSC: teacher
   B. Individual Planning System
      Strategic plan: goal setting, student advisory program
      h/o Administrative Regulations ("Adm Reg"): "Schedule Change Guidelines"
   C. Responsive Services
      Counseling: 3 ways to get parent permission; h/o Adm Reg: "Helping Students Manage Personal Crises"
      Specialist counselors/programs within comprehensive guidance program—program elements; $$$ sources and rules, position guides
      h/o: *Crisis Management* Book: suicide and other violent or unexpected or even expected deaths

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[1] h/o = handout

Consultation—departmental teamwork: campus, level, feeders, district
h/o Sample Staff Meeting agenda
Referral—child abuse reporting law/procedures; 3 names/resources per referral

D. System Support—Board Policies, Adm Reg, Framework; caseloads and other budgets; Resource Center
h/o work calendar, work hours
Eat lunch, take breaks, go to the restroom

VI. PERFORMANCE IMPROVEMENT SYSTEM
overview, job definition/descriptions, evaluation form
h/o *Performance Improvement System Guide*, job description format, Evaluation Form; ACA and TCA membership blanks
Conferences/travel—some $$, you as priority; forms

VII. TRANSITIONS
Changes to anticipate: from teaching to counseling, from classroom to an office; recurrent issues: time management, program planning, saying "no," unfinished business
Advice From Those Who've Gone Before: h/o "Advice," "Finding Your Way" article(s)
Anticipate/Plan for 1st Month of School
meeting students, teachers, parents?
describing your role, your program?

VIII. FUTURE MEETINGS—h/o department meetings calendar, future meetings dates and places

ASSIGNMENTS:
MEMORIZE: *Framework*
Read: *Guide to Counselor Performance Improvement System*
A Visit to a Comprehensive Guidance Program
Interview a counselor not on your campus (@ same or different levels—e.g., feeder schools)

SEPTEMBER, 2:00–4:00 p.m.

I. TRANSITIONS
Learnings from counselor interview? How are you getting started? What issues have come up? Developing rapport and credibility with campus staff; as counselor, importance of teamwork (group by school level, if group is large)

II. QUESTIONS ABOUT THE COMPREHENSIVE GUIDANCE PROGRAM
A. Concept
B. Beginning-of-the-Year Reports
System Support = planning/designing/implementing/evaluation process
Find last year's Program Self-Study
Calendars—time management; h/o calendars: blank—weekly, monthly, component; do: "Time Smart Exercise"
Guidance program improvement planning; h/o Guidance Program Improvement Goals form
C. Early-On Improvements
Nonguidance tasks: h/o strategy-level changes

III. QUESTIONS ABOUT RESPONSIVE SERVICES?
A. CHILD Process
Early identification of student needs; early identification and solution by helping teachers; h/o: CHILD overview, Handbook; case consultation

Special Ed—relationship between two programs
rules re: administrivia, counselors and ARD's counseling/counselors IEP's

IV. QUESTIONS ABOUT JOB-RELATED COMPETENCY?
  A. Standards—competencies-indicators-descriptors
  B. Performance Improvement System—review Guide

V. QUESTIONS ABOUT THE BUDGET?
appropriations; categories and purposes, process for spending, h/o sample purchase requisition; conferences/travel, h/o Travel Authorization form

ASSIGNMENT:
BRING: Test Users' Manual
Questions about tests and test results interpretation

OCTOBER, 2:00–4:00 p.m.

I. TRANSITIONS
How's It Going? ("A Surprise a Day" and other transition thoughts)
TCA Conference Arrangements

II. DISTRICT'S STANDARDIZED TESTING PROGRAM
Tests we give; h/o Test User's Manual; Interpretation and Use of Test Results

III. GUIDANCE DEPARTMENT AND TESTING
Administration: shared responsibility/campuswide; Interpretation and Use: our professional role; h/o "Responsibilities of Users of Standardized Tests"
Special Testings—memo: program specialists' responsibilities
Individual Testing—minimum—no duplication w/o compelling reasons—YOUR decision

IV. PARENT INVOLVEMENT/EDUCATION/CONSULTATION
Districtwide; campuses; h/o guidelines and accountability memos
Board goal
Parent constituency issues: 5 categories and responses, h/o from *DAMYSGP*, h/o Adm Reg—"Parents Expressing Concern . . ."

ASSIGNMENT
Read: ACA & ASCA's Ethical Standards/Standards of Practice
Read: "Responsibilities of Users of Standardized Tests" ("RUST") paper

DECEMBER, 2:00–4:00 p.m.

I. TRANSITIONS
Counselor-in-the-middle of everyone; *counseling* contrasted with teaching
Counseling permission; identifying students for groups

II. PROFESSIONAL DEVELOPMENT
In general—resources, opportunities
TCA CONFERENCE EXPERIENCES AND LEARNINGS

III. ETHICAL STANDARDS (homework discussion)
Homework discussion: *Framework*: discuss—ACA's, ASCA's dilemmas: confidentiality, court cases, manipulated by kids, parents, and teachers,
Responsibilities of Users of Standardized Tests (homework discussion)
LEGALITIES—h/o: Remley's paper

IV. COUNSELING THEORY
  A. REVIEW—h/o "Contemporary Counseling Approaches" (article)
  B. ASSIGNMENT—h/o "My Counseling Theory" assignment

ASSIGNMENT:

WRITE "MY COUNSELING THEORY"
FIND/BRING YOUR CAMPUS GUIDANCE PROGRAM SELF-STUDIES
FROM 1994–95, 1995–96
BRING *TEA GUIDE & PERFORMANCE IMPROVEMENT SYSTEM GUIDE*

FEBRUARY, 2:00–4:00 p.m.

I. TRANSITIONS
"It's *that* time of year!"
What do you know now that you wish you'd known then?
Theme: "Getting Along" with: students, parents, teachers, administrators, new campus, new role, new bosses, at-risk and other 'lists,' weekly schedules, transfer request process

II. ISSUES AND "ANSWERS"
"My Counseling Theory" discussion of homework (collect papers)

III. PERFORMANCE EVALUATION
SUPERVISION—experiences-to-date
SELF-EVALUATION—h/o Self-Evaluation forms—doing yours

IV. PROGRAM EVALUATION
Review re: Evaluation (TEA *Guide*): standards, changes, outcomes, personnel
Anticipating end-of-the-year reports: plans vs. actuals, campus self-studies
Student Outcome Evaluation (Back of *Framework*)

V. RECORDKEEPING
Documentation/recordkeeping/counseling notes; formats

VI. STUDENT TRANSITIONS
Graduation Requirements/4-year planning, h/o Graduation Status Report forms, 4-Year Plan forms, Transition Units, Sample "Career Pathways" Booklets Career Guidance system

ASSIGNMENT

MAY, 2:00–4:00 p.m.

I. TRANSITIONS
II. FYI: THINGS WE DIDN'T TALK ABOUT
III. END OF YEAR EVALUATION AND PLANNING FOR NEXT YEAR
    A. PROGRAM SELF-STUDIES/PLANNING
    B. PROFESSIONAL DEVELOPMENT GOALS—h/o goal setting form and how to use it + counseling role example
IV. ADVICE TO NEXT YEAR'S NEW COUNSELORS
What do you know now that I should be sure that others hear in August or early in the year? What would you like to have known (from the counselor who left your position) regarding the children, the guidance program, the staff

ASSIGNMENT: ENJOY THE SUMMER!
Message: YOUR MENTAL HEALTH IS CRITICAL TO THAT OF YOUR SCHOOL!!!!

Appendix H
Professional Development Goal-Setting Form

COUNSELOR PROFESSIONAL DEVELOPMENT PLAN

School: ____________ Date: ________
Name: ____________________
Principal/Head Counselor signature: ____
7. ____________________

USE A SEPARATE FORM FOR EACH COMPETENCY AREA
2. **Targeted Competency Area:**
3. **Objective(s):**

1. **PLANNING (To be completed by ______)**			**EVALUATION (To be completed by ______)**		
4. Description of Tasks/Activities	5. Time Frame	6. Evidence of Accomplishment	8. Actual Completion Date	8. Verification of Accomplishment	8. Level of Accomplishment (1–5)

9. Overall Assessment of Achievement: ① ② ③ ④ ⑤
(not achieved) (fully achieved)

10. Counselor's Signature: ____________ Principal's / Head Counselor's Signature: ____________ Date: ________

Northside Independent School District Guidance Department
Counselor Professional Development Plan

HOW TO USE THE FORM

1. Complete information re: Name and School.
   The left side of the form is for *planning* your professional development activities and the right side is for the *evaluation* of your efforts and accomplishments.

PLANNING

2. Write in the target competency area.
3. Write in the objective(s).
4. List tasks/activities to be done to accomplish the objective(s).
5. Establish the time frame for task accomplishment.
6. Identify potential evidence of accomplishment of the tasks.
7. Discuss the plan with your Supervisor, and he/she signs the form in the upper right hand corner and dates it.

IMPLEMENTATION

8. As you complete the tasks/activities, note the date and identify "Verification of Accomplishment" and "Level of Accomplishment," using the 1–5 scale.

EVALUATION

9. At the end of the year, assess your overall level of achievement of your objectives.
10. Discuss it with your supervisor and both sign and date it in the lower right-hand corner. A copy should be filed in your personnel file.

Appendix I
Clinical Supervision Forms

NORTHSIDE INDEPENDENT SCHOOL DISTRICT
Guidance Department

Pre-observation Worksheet

Counselor Name ______________________ Date __________

Counselor and Supervisor complete this form and discuss it prior to scheduled observation.

1. Session Context: (e.g., grade level[s] involved; # students; program component; topic; # planned sessions)	2. Session Objectives:
3. Session Plans	4. Special Circumstances: (e.g., specific students, previous session)
5. Supervision Target(s): Counselor Role: Aspect for Development:	6. Logistics: Date: Time: Session Place: Observer placement:
7. Other Comments/Notes:	

Counselor Signature/Date ______________________

Supervisor's Signature/Date ______________________

NORTHSIDE INDEPENDENT SCHOOL DISTRICT

Guidance Department

Postobservation Conference Planning Worksheet

Counselor Name ______________________ Observation Date __________

1. Review Context:

   Supervision Target:

2. Conference Outcome:

3. Replay Highlights:

4. Questions to fill in missing data:

5. Identified Strengths:

6. Questions to elicit identification of strengths:

7. Identified Weaknesses:

8. Questions to elicit identification of weaknesses:

9. Strategies for Enhancement:

10. Next Steps:

Counselor Signature/Date ______________________ Supervisor's Signature/Date ______________________

NORTHSIDE INDEPENDENT SCHOOL DISTRICT

Guidance Department

Postobservation Conference Observation Guide

Supervisor Name ______________________ Observation Date ______________________

Conference with ______________________

(Counselor Name)

1. Supervision Target:

2. Actual Conference Outcome:

3. Examples of feedback provided:
   Effectively:

   Ineffectively:

4. Questions used to elicit identification of strengths:

5. Questions used to elicit identification of weaknesses:

6. Supervisor approach used:
   Examples:

7. Strategies identified for enhanced supervisor effectiveness:

8. Next Steps identified:

______________________ ______________________

Supervisor Signature/Date Administrator's Signature/Date

Appendix J
Developmental Supervision Forms

CASE CONSULTATION OUTLINE
(Counselor Version)

- I. BACKGROUND INFORMATION
  - A. Personal information—student pseudonym
    - 1. Age, ethnicity, sex
    - 2. Family: composition, relationships, socioeconomic status
  - B. Pertinent history
  - C. Educational development
    - 1. Attendance record
    - 2. Achievement levels: current/previous grades, test information (achievement; other available), learning style
    - 3. Measured/perceived cognitive ability
- II. PROBLEM SPECIFICATION
  - A. Presenting problem
    - 1. Area: academic, behaviors, communication skills, emotional, physical development, social development (see reverse side)
    - 2. Status
      - a. Frequency
      - b. Intensity
      - c. Duration
      - d. Extent of dysfunction
  - B. Relevant history of the problem
    - 1. Previous teachers, counselors
    - 2. Other special assistance
- III. CONCEPTUALIZATION
    - 1. Presenter's thoughts
    - 2. Consultants' thoughts

STATEMENT OF PROBLEM: ____

____

- IV. STRENGTHS: academic, behaviors, communication skills, emotional, physical development, social development

____

____

- V. SOLUTION STRATEGIES
  - A. Strategies used
    - 1. Rationale
    - 2. Results
  - B. Presenter's request for help (problem/dilemma/concern)
  - C. Consultants' recommendations
- VI. IMPLEMENTATION PLAN

GOAL: ____

Objectives	Tasks	Person Responsible	Timeline	Evaluation

PROBLEM AREAS DETAILED

1. Academic
    a. Development
        1. Memory, abstractions, generalizations
        2. Reading, writing, spelling
        3. Math
    b. Behavior
        1. Work habits/skills
        2. Organization
2. Behaviors (Inappropriate)
    a. Classroom
        1. Student toward teacher
        2. Teacher toward student
    b. Playground/cafeteria/hallways
    c. Home
    d. Other (e.g., day care)
3. Communication Skills
    a. Home language spoken
    b. Listening/receptive
    c. Speaking/expressive
4. Emotional Status
    a. Motivation/depression
    b. Appearance, behavior, speech
    c. Affect, mood
    d. Thought processes
    e. Fantasies, wishes, dreams
    f. Worries, fears, angers
5. Physical Development
    a. Vision/hearing
    b. Other relevant (illness, injuries, hospitalizations)
    c. Developmental milestones
6. Social Development
    a. Interpersonal relationships
        1. Individual
        2. Groups
        3. Family
        4. Friends
        5. Teachers
    b. Rules/expectations

Appendix K
Staff Meeting Agenda

______________ SCHOOL GUIDANCE DEPARTMENT
SAMPLE STAFF MEETING AGENDA
DATE

I. NEWS & INFORMATION

II. DEBRIEFING PREVIOUS WEEK'S ACTIVITIES

III. PLANNING NEXT WEEK'S ACTIVITIES

IV. ANTICIPATING FUTURE ACTIVITIES

V. CASE CONSULTATION
  A. Structured (by assignment)
  B. Needed (brought by individuals)

VI. CONCERNS/ISSUES/IDEAS
  A. Staff Members
  B. Staff Leader

VII. OTHER

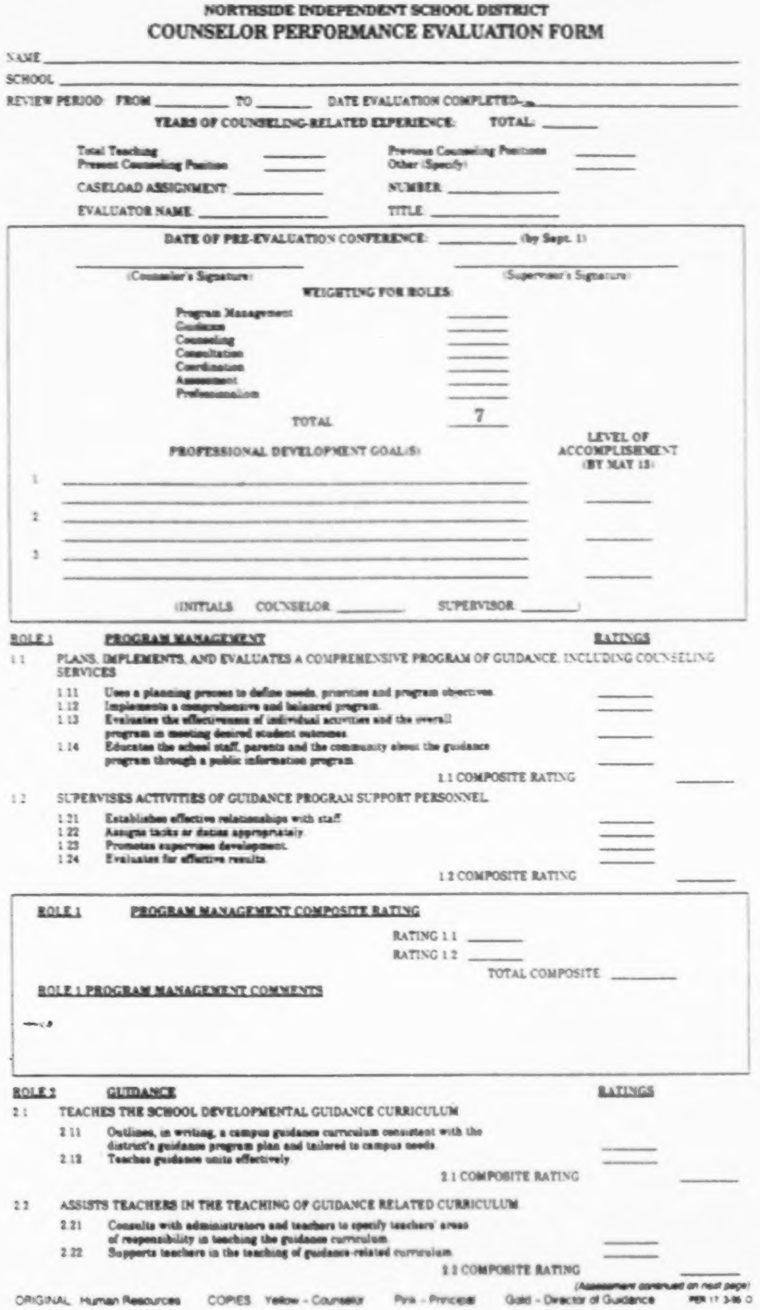
LEADERSHIP PLANNING/TRACKING FORMAT
PERFORMANCE IMPROVEMENT SYSTEM COMPONENTS/ SCHOOL COUNSELORS DATES/COMMENTS

PERFORMANCE IMPROVEMENT SYSTEM COMPONENTS	Counselor						
	"A"	"B"	"C"	"D"	"E"	"F"	"G"
Job Definition							
Supervision							
Clinical Guidance Curriculum Individual Planning Responsive Service System Support							
Developmental							
Administrative							
Performance Evaluation							
Professionalism Enhancement Goal Setting							

ANNUAL SUPERVISION PLAN

Counselor	PROF'L LEVEL	Goal	Cnslr Perf Imp Sys Comp	HD CNSLOR Approach	Roles/ Pow'r Bses	EMPWRMNT STRATEGY	Functions	Behaviors

Appendix M
School Counselor Performance Evaluation Form



NORTHSIDE INDEPENDENT SCHOOL DISTRICT

COUNSELOR PERFORMANCE EVALUATION FORM

NAME ____

SCHOOL ____

REVIEW PERIOD: FROM ________ TO ________ DATE EVALUATION COMPLETED ________________

YEARS OF COUNSELING-RELATED EXPERIENCE: TOTAL: ________

Total Teaching ________ Previous Counseling Positions ________

Present Counseling Position ________ Other (Specify) ________

CASELOAD ASSIGNMENT: ____________ NUMBER ____________

EVALUATOR NAME: ____________ TITLE: ____________

DATE OF PRE-EVALUATION CONFERENCE: ________ (by Sept. 1)

________________________ ________________________

(Counselor's Signature) (Supervisor's Signature)

WEIGHTING FOR ROLES:

Program Management ________

Guidance ________

Counseling ________

Consultation ________

Coordination ________

Assessment ________

Professionalism ________

TOTAL 7

PROFESSIONAL DEVELOPMENT GOAL(S) — LEVEL OF ACCOMPLISHMENT (BY MAY 15)

1 ____ ________

2 ____ ________

3 ____ ________

(INITIALS COUNSELOR ________ SUPERVISOR ________)

ROLE 1 PROGRAM MANAGEMENT **RATINGS**

1.1 PLANS, IMPLEMENTS, AND EVALUATES A COMPREHENSIVE PROGRAM OF GUIDANCE, INCLUDING COUNSELING SERVICES

1.11 Uses a planning process to define needs, priorities and program objectives. ________

1.12 Implements a comprehensive and balanced program. ________

1.13 Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes. ________

1.14 Educates the school staff, parents and the community about the guidance program through a public information program. ________

1.1 COMPOSITE RATING ________

1.2 SUPERVISES ACTIVITIES OF GUIDANCE PROGRAM SUPPORT PERSONNEL.

1.21 Establishes effective relationships with staff. ________

1.22 Assigns tasks or duties appropriately. ________

1.23 Promotes supervisee development. ________

1.24 Evaluates for effective results. ________

1.2 COMPOSITE RATING ________

ROLE 1 PROGRAM MANAGEMENT COMPOSITE RATING

RATING 1.1 ________

RATING 1.2 ________

TOTAL COMPOSITE ________

ROLE 1 PROGRAM MANAGEMENT COMMENTS

ROLE 2 GUIDANCE **RATINGS**

2.1 TEACHES THE SCHOOL DEVELOPMENTAL GUIDANCE CURRICULUM

2.11 Outlines, in writing, a campus guidance curriculum consistent with the district's guidance program plan and tailored to campus needs. ________

2.12 Teaches guidance units effectively. ________

2.1 COMPOSITE RATING ________

2.2 ASSISTS TEACHERS IN THE TEACHING OF GUIDANCE RELATED CURRICULUM

2.21 Consults with administrators and teachers to specify teachers' areas of responsibility in teaching the guidance curriculum. ________

2.22 Supports teachers in the teaching of guidance-related curriculum. ________

2.2 COMPOSITE RATING ________

(Assessment continued on next page)

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COUNSELOR PERFORMANCE EVALUATION FORM

2.3 GUIDES INDIVIDUALS AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL AND CAREER PLANS.

2.31 Involves students in personalized educational and career planning. ______
2.32 Presents relevant information accurately and without bias. ______

2.3 COMPOSITE RATING ______

ROLE 2 GUIDANCE COMPOSITE RATING

RATING 2.1 ______
RATING 2.2 ______
RATING 2.3 ______
TOTAL COMPOSITE ______

ROLE 2 GUIDANCE COMMENTS

ROLE 3 COUNSELING **RATINGS**

3.1 COUNSELS INDIVIDUAL STUDENTS.

3.11 Provides counseling systematically. ______
3.12 Responds to students individually. ______

3.1 COMPOSITE RATING ______

3.2 COUNSELS SMALL GROUPS OF STUDENTS.

3.21 Provides counseling in groups as appropriate. ______
3.22 Provides group counseling systematically. ______

3.2 COMPOSITE RATING ______

3.3 USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.

3.31 Uses accepted theories. ______
3.32 Uses effective techniques. ______

3.3 COMPOSITE RATING ______

ROLE 3 COUNSELING COMPOSITE RATING

RATING 3.1 ______
RATING 3.2 ______
RATING 3.3 ______
TOTAL COMPOSITE ______

ROLE 3 COUNSELING COMMENTS

ROLE 4 CONSULTATION **RATINGS**

4.1 CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.

4.11 Provides professional expertise collaboratively. ______
4.12 Interprets information and ideas effectively. ______
4.13 Advocates for students. ______

4.1 COMPOSITE RATING ______

ROLE 4 CONSULTATION COMPOSITE RATING

TOTAL COMPOSITE ______

ROLE 4 CONSULTATION COMMENTS

ROLE 5 COORDINATION **RATINGS**

5.1 COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.

5.11 Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate. ______
5.12 Develops and maintains positive working relationships with other school professionals. ______
5.13 Develops and maintains positive working relationships with representatives of community resources. ______

5.1 COMPOSITE RATING ______

(Assessment continued on next page)

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5.2 USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.

5.21 Accurately assesses students' and their families' needs for referral. ____
5.22 Participates actively in the process for referral of students to school/district special programs and/or services. ____
5.23 Uses an effective referral process for assisting students and others to use community agencies and services. ____

5.2 COMPOSITE RATING ____

ROLE 5 **COORDINATION COMPOSITE RATING**

RATING 5.1 ____
RATING 5.2 ____
TOTAL COMPOSITE ____

ROLE 5 COORDINATION COMMENTS

ROLE 6 **ASSESSMENT** **RATINGS**

6.1 PARTICIPATES IN THE PLANNING AND EVALUATION OF THE DISTRICT/SCHOOL GROUP STANDARDIZED TESTING PROGRAM.

6.11 Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development. ____
6.12 Collaborates in the planning and evaluation of the group standardized testing program. ____

6.1 COMPOSITE RATING ____

6.2 INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

6.21 Correctly applies principles of test and measurement to test and other appraisal results interpretation. ____
6.22 Interprets test and other appraisal results to school personnel. ____
6.23 Interprets test and other appraisal results to students and their parents. ____

6.2 COMPOSITE RATING ____

6.3 USES OTHER SOURCES OF STUDENT DATA APPROPRIATELY FOR ASSESSMENT PURPOSES.

6.31 Ensures that the uses of student records are for the benefit of students and personnel working with those students. ____
6.32 Uses other sources of student data as assessment tools for the purpose of educational planning. ____
6.33 Maintains the confidentiality of student assessment data. ____

6.3 COMPOSITE RATING ____

ROLE 6 **ASSESSMENT COMPOSITE RATING**

RATING 6.1 ____
RATING 6.2 ____
RATING 6.3 ____
TOTAL COMPOSITE ____

ROLE 6 ASSESSMENT COMMENTS

ROLE 7 **PROFESSIONALISM** **RATINGS**

7.1 ADHERES TO ETHICAL, LEGAL AND PROFESSIONAL STANDARDS.

7.11 Adheres to ethical standards. ____
7.12 Adheres to legal standards. ____
7.13 Adheres to professional standards. ____

7.1 COMPOSITE RATING ____

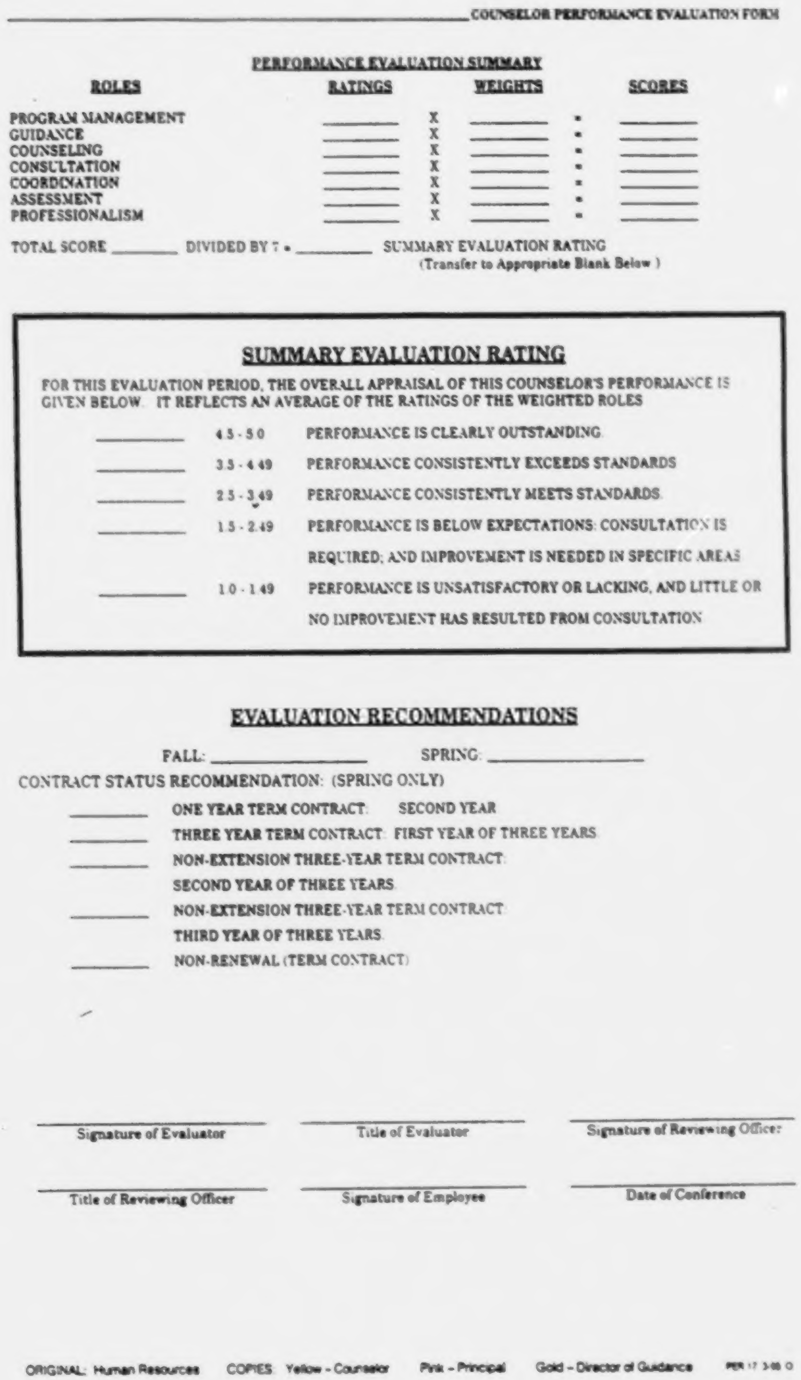
7.2 ADHERES TO DISTRICT POLICIES, REGULATIONS AND PROCEDURES. ____

7.2 COMPOSITE RATING ____

ROLE 7 **PROFESSIONALISM COMPOSITE RATING**

RATING 7.1 ____
RATING 7.2 ____
TOTAL COMPOSITE ____

ROLE 7 PROFESSIONALISM COMMENTS



______________ **COUNSELOR PERFORMANCE EVALUATION FORM**

PERFORMANCE EVALUATION SUMMARY

ROLES	**RATINGS**		**WEIGHTS**		**SCORES**
PROGRAM MANAGEMENT	______	X	______	=	______
GUIDANCE	______	X	______	=	______
COUNSELING	______	X	______	=	______
CONSULTATION	______	X	______	=	______
COORDINATION	______	X	______	=	______
ASSESSMENT	______	X	______	=	______
PROFESSIONALISM	______	X	______	=	______

TOTAL SCORE ______ DIVIDED BY 7 = ______ SUMMARY EVALUATION RATING
(Transfer to Appropriate Blank Below)

SUMMARY EVALUATION RATING

FOR THIS EVALUATION PERIOD, THE OVERALL APPRAISAL OF THIS COUNSELOR'S PERFORMANCE IS GIVEN BELOW. IT REFLECTS AN AVERAGE OF THE RATINGS OF THE WEIGHTED ROLES

______	4.5 - 5.0	PERFORMANCE IS CLEARLY OUTSTANDING
______	3.5 - 4.49	PERFORMANCE CONSISTENTLY EXCEEDS STANDARDS
______	2.5 - 3.49	PERFORMANCE CONSISTENTLY MEETS STANDARDS
______	1.5 - 2.49	PERFORMANCE IS BELOW EXPECTATIONS: CONSULTATION IS REQUIRED; AND IMPROVEMENT IS NEEDED IN SPECIFIC AREAS
______	1.0 - 1.49	PERFORMANCE IS UNSATISFACTORY OR LACKING, AND LITTLE OR NO IMPROVEMENT HAS RESULTED FROM CONSULTATION

EVALUATION RECOMMENDATIONS

FALL: ______________ SPRING: ______________

CONTRACT STATUS RECOMMENDATION: (SPRING ONLY)

______ ONE YEAR TERM CONTRACT: SECOND YEAR
______ THREE YEAR TERM CONTRACT: FIRST YEAR OF THREE YEARS
______ NON-EXTENSION THREE-YEAR TERM CONTRACT: SECOND YEAR OF THREE YEARS
______ NON-EXTENSION THREE-YEAR TERM CONTRACT: THIRD YEAR OF THREE YEARS
______ NON-RENEWAL (TERM CONTRACT)

Signature of Evaluator	Title of Evaluator	Signature of Reviewing Officer
Title of Reviewing Officer	Signature of Employee	Date of Conference

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Appendix N

New Head Counselor Training

STAFF LEADERSHIP THROUGH THE PERFORMANCE IMPROVEMENT SYSTEM AGENDA

SESSION I (AUGUST/EARLY SEPTEMBER)

- I. CONTEXT
  - A. WHAT YOU BRING TO THIS POSITION
  - B. ROLE OF THE HEAD COUNSELOR
  - C. THE GUIDANCE PROGRAM AS CONTEXT
  - D. PROGRAM AND STAFF ADVOCACY
  - E. DISTRICT'S COUNSELOR PERFORMANCE IMPROVEMENT SYSTEM
    - 1. STANDARDS
      - a. Counseling
      - b. Supervision
    - 2. COMPONENTS (# = 4)
- II. JOB DEFINITION COMPONENT

SESSIONS II–VII

- III. SUPERVISION COMPONENT
  - A. SUPERVISOR
    - 1. Responsibilities
    - 2. Models
    - 3. Competencies
    - 4. Roles
  - B. SUPERVISION METHODS AND TECHNIQUES
    - 1. Clinical
      - a. 5-step process
    - 2. Developmental
      - a. Goal implementation
      - b. Case consultation
      - c. Mentoring
      - d. In-service education
      - e. Professional association affiliation
    - 3. Administrative
      - a. Targets
        - 1) Professional judgment
        - 2) Mental health
        - 3) Work habits
        - 4) Standards compliance
        - 5) Inter- and intrapersonal relationships
      - b. Strategies
        - 1) Conferences
        - 2) Staff meetings
        - 3) Delegation
  - C. SUPERVISORY RELATIONSHIP

SESSION VIII
IV. COUNSELOR DEVELOPMENT
V. PROFESSIONAL DEVELOPMENT COMPONENT

SESSION IX
VI. HEAD COUNSELOR DEVELOPMENT
VII. MANAGEMENT OF LEADERSHIP ROLES

SESSION X (APRIL)
VIII. PERFORMANCE EVALUATION COMPONENT
IX. PUTTING IT ALL BACK TOGETHER

BASIC SOURCES (TEXTS)

Northside Independent School District, *Guide to Counselor Performance Improvement System.*

ACES, "Standards for Counseling Supervisors," *Spectrum*, Spring, 1989, pp. 7–10.

Borders, L.D., et al. (1991) "Curriculum Guide for Training Counseling Supervisors: Rationale, Development, and Implementation," *Counselor Education and Supervision, 31*, pp. 58–80.

Sergiovanni, T. J. (1984) "Chapter 11: Supervision and Evaluation of Teaching." *Handbook for Effective Department Leadership: Concepts and Practices in Today's Secondary Schools.* Boston: Allyn & Bacon.

Borders, L.D., & Leddick, G. (1987) *Handbook of Clinical Supervision.* ACES.

Falvey, J.E. (1987). *Handbook of Administrative Supervision.* ACES.

Covey, S.R. (1991). "Chapter 2: Seven Habits Revisited" "Chapter 11: Thirty Methods of Influence." *Principle-Centered Leadership.* New York: Summit Books.

Borders, L.D. (Ed.). (1994). *Supervision Digest.* Greensboro, NC: ERIC/CASS.

LEADER'S NOTES

SESSION I (AUGUST/EARLY SEPTEMBER)
I. CONTEXT—overview
    History
    Professionalism
  A. WHAT YOU BRING TO THIS POSITION
    Background Experiences, Personal and Professional Characteristics, Training
  B. ROLE OF THE HEAD COUNSELOR
    Contexts—comprehensive guidance program, school counselor performance improvement system, buildings and school district
    Administration, supervision, management, professional leadership
    Authority/power bases
    Position guide, job definition
    Objectives of training
    - learn about new role
    - assistance in making the transition to the new role
    - find own supervision model/style
  C. THE GUIDANCE PROGRAM AS CONTEXT
    Healthy interpersonal climate
    Promoting continuous program improvement
    Team approach
    Resource management

D. PROGRAM AND STAFF ADVOCACY
  Roles, functions
  Skills: communication, consultation, political constituencies
E. DISTRICT'S COUNSELOR PERFORMANCE IMPROVEMENT SYSTEM
  1. Professionalism Standards
    a. Counseling
      roles, competencies, indicators, descriptors
    b. Supervision
      Standards, curriculum, ethical standards
    c. Professinalism
  2. Components (# = 4)
    Job definition, supervision, performance evaluation, professional development

Homework: read materials

II. JOB DEFINITION COMPONENT
  Job definition conference
  Form

SESSIONS II–VII

III. SUPERVISION COMPONENT
  A. SUPERVISOR
    1. Responsibilities
      Standards # 2 & 4
    2. Models
      Core curriculum content area: "Models of Supervision"
    3. Competencies
      Knowledge, skills, attitudes
    4. Roles
      Response modalities
      Content focus
      Teacher, counselor, consultant, [chk bk for addl]

Homework: *Handbook of Clinical Supervision*

[Session III]

  B. SUPERVISION METHODS AND TECHNIQUES
    3 Kinds introduced
    Standards: #5
    Curriculum Core Content Area: "Supervision Methods & Techniques"
    Value of descriptors in supervision
    Conceptualization, process, personalization skills as foci
    1. Clinical
      Rationale for doing clinical supervision
      a. 5-step process
      Sergiovanni, "8 phases"
      5-step cycle: @ what, how, forms, when, where, roles
      Specifying what counseling function is being observed
      Feedback rules
      Planning the conference
      Conducting the conference

Homework: Observe a counselor in action, but have no interaction; plan what you would do in a feedback conference

[Session IV:]

Report on observation-without-interaction
Description of what was observed
Analysis of counselor's performance
Envisioned postobservation conference—including feedback examples
What should/could have been done in the preobservation conference

Homework: Conduct clinical supervision, completing all 5 steps; bring a succinct write-up for the class of what you thought, felt, and did

[Session V:]

Report of homework: individually—thoughts, feelings, actions
Standards used
Supervisor role fulfilled
How could it have gone better?
My emphasis: Purpose and process of the preobservation conference
Analysis related to standards

Homework: *ERIC/CASS Digest*—scan

[Session VI]

2. Developmental
    a. Goal implementation
    b. Case consultation as a means of supervision
       Standards #7 & 8 format
    c. Mentoring
    d. In-service education
    e. Professional association affiliation
3. Administrative
    a. Targets
        1) Professional judgment
        2) Mental health
        3) Work habits
        4) Standards compliance
           Standards: #3
           Curriculum Core Content Area: "Ethical, Legal, and Professional Regulatory Issues"
           Standards, issues, and dilemmas
        5) Inter- and intrapersonal relationships
    b. Strategies
        1) Conferences
        2) Staff meetings
           Agenda (sample)
        3) Delegation

[Session VII]

C. SUPERVISORY RELATIONSHIP
Core curriculum content area: "Supervisory Relationship"
Dynamics at work in the supervisor–supervisee relationship/environment
Making the transition to being a supervisor

SESSION VIII

- IV. COUNSELOR DEVELOPMENT
  - Curriculum Core Content Area: "Counselor Development"
  - Assessing professionalism levels
  - Understanding motivation
- V. PROFESSIONAL DEVELOPMENT COMPONENT
  - Determining goals
  - Developing plans of action—options
  - Monitoring
  - Evaluating

SESSION IX

- VI. HEAD COUNSELOR DEVELOPMENT
  - Supervisor Development
  - Effective supervisor characteristics/behaviors/approaches/responses/professionalism levels
  - Own professionalism level
  - Standards: #4.5–4.9; Ethical Standards for Counseling
  - Supervisors
  - Leadership style

Homework: Write about the supervisory style you want to have. Ingredients of style = personality factors, theories, skills, role stategies

- VII. MANAGEMENT OF LEADERSHIP ROLES
  - The PIS as a whole
  - Interrelationships among the 4 PIS components
  - Time frame for activities; priorities
  - Recommended procedures within each component—summary
  - Standards #9, 11
  - Curriculum Core Content Area: "Executive (Administrative) Skills"

Homework: *Handbook of Administrative Supervision*

SESSION X (APRIL)

- VIII. PERFORMANCE EVALUATION COMPONENT
  - Standard: #10
  - Curriculum Core Content Area: "Evaluation"
  - Professional and paraprofessional staff
  - What: standards, data
  - How: process steps, yours and their selfs, goal-related
  - Forms: how it works
  - When, where
  - Roles: yours/theirs
  - Planning the conference: providing constructive criticism
  - Conducting the conference
  - Reflection
  - Form and process legalities
- IX. PUTTING IT ALL [BACK TOGETHER] INTO ACTION
  - Selection and hiring
  - Retention/ridding

Discuss yearly plans: Who
What (skills & functions)
Why (related to job description), previous supervision, professional growth plans, performance evaluation)
When & where (schedule)
How (role)
How the PIS works with/for Head Counselors

Homework: Write plan for this/next year's provision of support to your supervisees for professionalism enhancement; plan includes who, what, why, when, where, how

Training Objectives (are in Chapter 9)

1. Re: being a guidance program staff leader
   Understanding the job circumstances and expectations
   - history, contexts and systems, position guide
   - roles, power bases, competencies

   Understanding guidance program staff leader development
   - characteristics
   - appropriate responses with staff members
   - pursuit of own professional development

   Having information regarding the scope of needed knowledge and competencies to be motivated to continue to grow
   Developing own leadership model
   - style
   - platform

   Managing leadership roles and tasks
   - planning and implementing
   - reflection

   Making a smooth transition to the new job
2. Re: staff relationships
   Understanding the dimensions of the guidance program staff leader–professional school counselor relationship
   Developing healthy interpersonal climates and teams
   - staff meetings

   Using program development systems
   - program development
   - program improvement
   - resource management
   - reporting & accounting

   Understanding professional school counselor development
   - professionalism dimensions: competence + commitment
   - professionalism levels
   - appropriate responses
3. Re: assisting others enhance their professionalism
   Having thorough knowledge of relevant standards
   - school counselor performance competencies
   - commitment dimensions
   - counseling supervision
   - ethical
   - legal and regulatory

Understanding the performance improvement system
- components
- roles (gpsl & counselors)
- legalities

Defining jobs
- conferencing and forms

New counselor selection and hiring
Providing professional supervision
- responsibilities, models, competencies, roles
- clinical, developmental, administrative
- forms, conferences and other techniques

Professionalism enhancement goal setting
Performance evaluation
- process, roles
- standards, data
- conferences, forms

4. Re: working with others outside the department
   Advocating for guidance program and staff: roles, functions, skills, constituencies

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